ED 317 656 AA 001 200

Resources in Education (RIE). Volume 25, Number 9.
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SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
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EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 317 669 CE 054 085

Mikulecky, Larry
Second Chance Basic Skills Education. Background Paper No. 5.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 44p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4758-75-010-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Basic Skills; Corporate Education; Educational Needs; *Literacy Education; *On the Job Training; Outcomes of Education; *Program Effectiveness; Program Improvement; Skill Development; Teaching Methods
IDENTIFIERS- *Workplace Literacy

A general increase in the demand for workplace basic skills mirrors the general increase in societal basic skills demands. As a result, many adults are participating in second-chance basic skills education. Second-chance basic skills programs are offered by a wide variety of providers, but populations actually served by programs rarely amount to more than a tiny fraction of estimated target populations. For the most part, basic skills instruction in the United States is provided by part-time teachers and volunteers. Levels of training and certification among instructors are often low. Second-chance basic skills programs have not done very well at either attracting or retaining a significant number of learners. High quality instruction helps a good deal, but a significant amount of time is needed for even the best programs to have an impact; and no program reports holding average learners as long as even 100 hours per year. Most of the funding for programs is provided by the states. During the past few years, there have been a number of promising new developments related to second-chance basic skills education. Among them are an increase in the number and sophistication of workplace basic skills programs and the increasing potential of technology to help overcome some of the problems that have plagued basic skills education. Multistrand basic skills programs are one of the possible program alternatives.

Such an approach offers varying solutions to varying problems. Policy options should be considered for increasing and improving adult basic skills programs. (62 references) (KC)

ED 317 682 CE 054 098

Leonard, Jonathan S.; Horrigan, Michael W.
The Unemployment Experience of the Workforce. Background Paper No. 15.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 48p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4765-75-018-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; Adults; *Business Cycles; Employment; Employment Patterns; Employment Statistics; *Job Layoff; *Labor Economics; *Labor Force Nonparticipants; Labor Market; Labor Turnover; *Labor Utilization; *Unemployment
Except for the increasing labor force shares of youth in the early 1970s, the impact of the changing age and sex composition of the labor force did not make a significant contribution to rising unemployment rates between 1969 and 1982. When compared to the recoveries over that period, however, the current recovery is marked by a significant impact of the changing shares of different age groups, especially the declining share of teenagers. In general, the movement of the baby-boom cohort into prime age groups with their relatively lower rates of unemployment has tended to decrease the natural rate of unemployment. During 1969-88, the average level of educational attainment has increased. Job loss was the dominant reason for unemployment from 1962 to 1988. Although there was a dramatic decrease in the labor force share of the manufacturing sector and a relative increase in the service-producing sector, industry decomposition of the labor force suggests these shifts did not have a significant impact on the secularly rising unemployment rates between 1969 and 1982. Across that period there was a dramatic increase in the proportion of individuals who are long-term unemployed, an increase that has not been reversed by the current upward trend. That increase has been due to increased representation of 25- to 44-year-old males and people who have lost jobs. No single industry has experienced disproportionate gains or losses in its share of total long-term unemployment. Unemployment may be reduced by increasing aggregate demand through fiscal policy, increasing investments in education and training, improving information on job availability and persistence, and increasing the flexible use of labor within firms. (The document contains 9 tables, 4 charts, and 27 references.) (CML)

ED 317 695 CE 054 111

Friedman, Dana E.
Addressing the Supply Problem: The Family Day Care Approach. Background Paper No. 28.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 42p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4788-75-046-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Day Care; *Day Care Centers; Early Childhood Education; *Employer Employee Relationship; *Family Caregivers; Fringe Benefits; *Job Development; *Personnel Policy; Program Effectiveness; Public Policy; Referral; *School Business Relationship; Young Children
While analysts debate the shortage of child care, the efforts of several major corporations, including I.B.M. Corporation, Bank of America, and Mervyn's Department Stores, are spending millions of dollars trying to recruit and train new child care providers. Nearly half of all children in child care are in family day care homes. Millions of dollars have been put into communities around the country to stimulate the supply of child care. Resource and referral (R&R) centers have had considerable success in coordinating efforts. Although day care centers serve more children and tend to last longer, family day care homes can be established at a significantly lower cost. Employers involved in R&R services find that family day care recruitment can increase the success and value of the referral effort and ultimately satisfy a larger number of employees. Recommendations include increasing the number of sponsored or coordinated family day care homes; streamlining reporting requirements; and addressing affordability and supply at the same time. (The paper includes 6 data tables and 27 references.) (CML)

ED 317 709 CE 054 125

Rudner, Lawrence M.
Preemployment Testing and Employee Productivity. Background Paper No. 40.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 35p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4782-75-038-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Employer Attitudes; *Employer Employee Relationship; Evaluation; Expectation; *Job Applicants; *Occupational Tests; *Personnel Selection; *Predictive Validity; Productivity; Test Bias; Testing Problems; Test Reliability; *Test Use
IDENTIFIERS- *Honesty Tests
Although frequently attacked as invalid, demeaning, biased, illegal, and irrelevant, preemployment testing procedures appear to be increasing in popularity. Many prominent companies and organizations are making extensive use of tests. Part of the resurgence of testing is attributable to clearer definitions of acceptable practice. Legal precedents and federal and professional guidelines help both the test developer and its users. Under the right conditions, preemployment testing can vastly improve corporate productivity, but there is little evidence to indicate that companies can properly implement a testing program or evaluate its effectiveness. Tests should only be used to enhance an employment decision, not to replace professional judgment in making decisions. The utility of a testing program can be estimated as a function of three factors: (1) the predictive validity of the test; (2) the selection ratio; and (3) the base rate. Issues in testing include bias, legal rulings, validity generalization, exaggerated expectations, test quality, misuse of tests, publishers' claims, alternative assessment techniques, and the use of honesty tests. The paper concludes with recommendations to business and to the Department of Labor. A 50-item reference list is included. (CML)

ED 317 722 CE 054 392

Fox, Helen; Abrams, Linda, Ed.
Nonformal Education Manual. Information Collection and Exchange Manual M0042.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Dec 89
NOTE- 171p.; Prepared by the Institute for Training and Development.
CONTRACT- PC-889-2016
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; *Adult Learning; *Appropriate Technology; *Developing Nations; Foreign Countries; Learning Theories; Needs Assessment; *Nonformal Education; Program Development; Program Evaluation; *Teacher Developed Materials; Teacher Education; Teaching Methods; *Volunteer Training
IDENTIFIERS- *Community Based Education; Indonesia; Swaziland; Togo

This document, intended to provide Peace Corps volunteers with practical skills and underlying theory, includes 8 chapters, a 35-item bibliography, an index, and a user reaction form. Chapter 1 describes nonformal education (NFE) through an example from Togo. Chapter 2 provides three case studies of NFE in action: (1) finding space to make school uniforms in Swaziland, (2) improving child health care in Guatemala, and (3) talking about family planning in Indonesia. Chapter 3 provides a summary of eight adult learning theories. Chapter 4 provides techniques for assisting people in identifying their needs. Chapter 5 describes the essential steps in planning with people, including group techniques and recordkeeping methods. Evaluation issues, methods, and reporting are discussed in Chapter 6. Chapter 7 describes NFE techniques, such as icebreakers, warm-ups, role plays, open-ended problem dramas, critical incidents, demonstrations, field trips, lecturettes, panel discussions, small group discussions, fishbowl, and training of trainers. Chapter 8 describes developing NFE materials from low-cost local resources. Black and white illustrations are provided throughout the manual. (CML)

ED 317 735 CE 054 429

Sherritt, Caroline A.
On Defining Literacy.
PUB DATE- Oct 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; Basic Skills; *Educational Philosophy; *Educational Theories; Functional Literacy; *Literacy; *Literacy Education; *Models
IDENTIFIERS- Empowerment

Defining literacy is a compelling challenge to educators. They generally use three models: instrumental, functional, and empowerment. The latter two approaches, which were increasingly evident in the 1980s, identify literacy by the social functions required in a given context or by the qualities needed for illiterate people to take control of their lives. A functional definition of literacy is particularly suited to adult education in the United States for the following reasons: (1) a functional approach is capable of encompassing all of the various roles adult education encompasses; (2) self-improvement as an end in itself pervades adult education; (3) development of the individual is integral to a democratic society; and (4) adult education is a creation of the middle classes, which are most likely to embrace a vision of education as a means to upward mobility. The argument for literacy as a means of social and political empowerment reflects the tendency of adult educators to embrace educational objectives from the humanist, radical, and socialist continuum. However, although adult educators espouse literacy for empowerment, they have not been able to translate this mission into an operational definition. A functional approach leads inevitably to programs that teach students to fill out employment applications, read road signs, plan menus, and avoid poisonous substances provided they are so labeled. This approach channels resources into the lowest strata of illiterate subcultures because that is all it can do. The concept of empowerment is subjective: one person's empowerment is another person's impediment. The most educators can hope for is consensus on principle because a unified operational approach is not possible in a pluralistic society. Even if everyone agreed immediately on a definition of literacy, it would not begin to make a significant impact upon the problem of illiteracy in the world today. (The document includes 13 references.) (CML)

ED 317 748 CE 054 485

Follow-Up Study of Vocational Program Graduates of 1984 in North Dakota. Special Report.
North Dakota Univ., Grand Forks. Bureau of Educational Services and Applied Research.
SPONS. AGENCY- North Dakota State Council on Vocational Education, Bismarck.
PUB DATE- Jan 89
NOTE- 170p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Demography; *Education Work Relationship; *Employment Patterns; Females; *High School Graduates; High Schools; Males; *Outcomes of Education; Postsecondary Education; Program Effectiveness; *Vocational Education; Vocational Followup; Vocational Schools; Vocational Training Centers; Wages
IDENTIFIERS- *North Dakota

An assessment was made of the impact of vocational education in North Dakota by surveying 1984 vocational graduates concerning how their vocational training affected their employability, whether they were employed in their area of training, and how they would evaluate their vocational experiences. Data were collected through a mail survey of 800 graduates, with a usable return of 486 (61 percent). Results were reported for respondents who have participated as follows: (1) in a high school vocational program; (2) a vocational center program; (3) a college program; (4) only in a high school program; and (5) by males and females across the three areas of education. Results included the following: (1) 46 percent of the female high school and vocational center graduates and 64 percent of the college graduates were employed full time, whereas 42 percent of the high school graduates, 43 percent of the vocational center graduates, and 25 percent of the college graduates are employed part time, and most of the male respondents are employed full time; (2) the first jobs of 42 percent of the female high school graduates, 71 percent of the vocational center graduates, and 69 percent of the college graduates were in a field related to their training, and a majority of male respondents also had training-related jobs; (3) average beginning wages for female high school graduates were $4.03 per hour, for vocational center graduates, $4.60 per hour, and for college graduates, $4.98 per hour, and for males the wages were $5.57, $6.13, and $6.77 per hour; and (4) a majority of respondents agreed that their vocational program helped them to obtain and advance in their jobs and helped them with basic skills. (A 40-page project report is followed by 127 pages of appendices including statistical summaries of responses and respondents' comments on open-ended questions.) (KC)

ED 317 760 CE 054 498

Cookson, Peter S.
Starting and Building a Community-Based Literacy Program in Prison: A Final Report to the National Institute of Corrections.
Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.
SPONS. AGENCY- National Inst. of Corrections (Dept. of Justice/LEAA), Washington, D.C.
PUB DATE- Dec 87
NOTE- 9p.
AVAILABLE FROM- Institute for the Study of Adult Literacy, Pennsylvania State University, 204 Calder Way, Suite 209, University Park, PA 16801.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; *Community Education; *Correctional Education; Functional Literacy; Inservice Education; *Literacy Education; Models; *Prisoners; Program Development; Program Implementation; Tutors
IDENTIFIERS- *Huntingdon State Correctional Institution PA
Community-based, or inmate-run, literacy programs are a significant alternative to literacy programs run by those outside the correctional institution. Such programs provide meaningful self-involvement and opportunity for the development of problem-solving skills for the inmates. Beginning in the spring of 1984, the Institute for the Study of Adult Literacy and the Literacy Council at the Huntingdon State Correctional Institution developed a program of inservice training for prison inmates who want to develop or strengthen their own community-based adult literacy programs. The National Institute of Corrections funded the series of six workshops to teach organizational dynamics; recruitment, selection, and training of tutors; maintaining tutor/member interest; student/tutor interpersonal relations; supplementary approaches and materials; and learning disabilities. A book of modules that contained step-by-step instructions and exercises was developed as well as a book of supplementary readings. The workshops were conducted by resource people outside the prison from December 1986 through June 1987. The inmates

involved have responded positively to the favorable publicity they have received in the local and state news media and to the exposure their experience was given at state and national adult education conferences. This project should be followed up by refining the materials developed, devising a way to print them and disseminate them to U.S. and Canadian penal institutions, reinforcing the efforts of inmates who wish to replicate the Huntingdon experience in their own institutions, and pilot testing the model explicated in the two books. (CML)

ED 317 772 CE 054 519

Cichon, Donald J.; And Others
Industry-Based Bilingual Vocational Training. A Review of Related Literature.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 103p.
CONTRACT- VN89002001
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Bilingual Education; *Bilingual Education Programs; Cost Effectiveness; Cross Cultural Training; *Demonstration Programs; Educational Needs; Employment Practices; Job Skills; *Limited English Speaking; Literacy Education; Models; *On the Job Training; Program Costs; Work Environment
IDENTIFIERS- *Workplace Literacy
Drawing upon published research, reports, and critical analyses, this paper examines the major issues involved in helping private business and industry face the challenge of effectively training limited-English-proficient (LEP) employees. The literature review is part of a larger project that is developing nine demonstration private industry/education partnership programs in industry-based bilingual vocational training and a handbook to help start other industry-based programs. Material reviewed in the paper is limited to that answering the general question, "What do we need to know to provide the best assistance and to develop a handbook?" The paper examines six major topics, drawn from a preliminary analysis of the existing literature as it reflects the project's anticipated needs: (1) workplace literacy and its relationship to bilingual vocational training; (2) job-related language skill training needs of LEP employees; (3) cross-cultural communication needs in the workplace; (4) successful workplace training program models for LEP adults; (5) components of successful public/private partnerships; and (6) economic costs and benefits to industry in providing such training. (Includes a 10-page bibliography.) (KC)

ED 317 785 CE 054 568

Brizius, Jack; Foster, Susan
Enhancing Adult Literacy. A Policy Guide.
Council of State Policy and Planning Agencies, Washington, DC.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
REPORT NO.- ISBN-0-934842-96-5
PUB DATE- 87
NOTE- 191p.
AVAILABLE FROM- Council of State Policy and Planning Agencies Publications, 400 North Capitol Street, NW, Suite 285, Washington, DC 20001 ($12.95; 10% discount for bulk orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Definitions; Educational Needs; Functional Literacy; Futures (of Society); *Government Role; *Literacy Education; *Policy Formation; Program Development; Public Policy; *State Government; *State Programs
This policy guide is designed to assist governors and state leaders in analyzing the issue of adult literacy and in proposing specific policy strategies for dealing with this national problem. The book offers practical guidance in two areas critical to effective action: it clarifies definitions of "literacy" and "illiteracy" and provides a framework for designing gubernatorial policy and choosing strategies. The guide also presents a cogent discussion of the role of state governments and the role of the governor in solving problems arising from low levels of literacy. It considers five central issues: defining and measuring literacy; targeting the analysis; considering the full range of policy tools available to address the problem; designing programs that work; and clarifying the governor's role. Approaches to developing adult literacy strategies are suggested. A 54-item bibliography is included in the guide. (KC)

ED 317 799 CE 054 609

Axelrod, Valija M.
Collaboration in the 21st Century.
PUB DATE- Dec 89
NOTE- 7p.; Paper presented at the Annual Conference of the International Vocational Education and Training Association (Orlando, FL, December 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Programs; Education Work Relationship; *Employers; *Institutional Cooperation; Linking Agents; Postsecondary Education; Program Design; *Program Implementation; Program Improvement; *School Business Relationship; Secondary Education; *Vocational Education
In the 1980s, interest in collaboration between vocational education and the private sector was stimulated by changes taking place in the economy and society (changes such as a maturing society, the lure of the sunbelt, the computer revolution, declining superpowers, rise of minorities, foreign competition, progress of women, and medical miracles). Linkages were established between vocational education and employers. Some of these linkages are merely public relations; however, linkages can serve higher purposes in the areas of policy, administration, programs, and facilities and equipment. Characteristics of effective linkages include the following: (1) the relationship is important and is given adequate resources and attention; (2) it is a long-term investment; (3) the partners are interdependent; (4) the organizations are integrated on points of communication; (5) both partners are kept informed; (6) the partnership is institutionalized; (7) the collaborative effort is internationalized; and (8) the partnership is inspired to contribute to the economic growth and social welfare of the global community. (KC)

ED 317 813 CE 054 637

Mowery, David C., Ed.; Henderson, Bruce E., Ed.
The Challenge of New Technology to Labor-Management Relations. Summary of a Conference (Washington, D.C., October 19-20, 1988).
Bureau of Labor-Management Relations and Cooperative Programs (DOL), Washington, DC.; National Academy of Sciences - National Research Council, Washington, DC. Committee on Science, Engineering, and Public Policy.
REPORT NO.- DOL-BLMR-135
PUB DATE- 89
NOTE- 66p.; Product of the Panel on Technology and Employment. For a related document, see ED 286 063.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Continuing Education; *Cooperative Programs; *Emerging Occupations; Human Resources; *Job Development; *Labor Relations; Lifelong Learning; *Occupational Safety and Health; Retraining; *Technological Advancement; Technology

This document summarizes a conference organized around four broad topics: (1) skill and employment effects of new technologies; (2) health and safety effects; (3) strategies and tactics for improving labor-management relations; and (4) the role of public and private training and retraining programs. Four conference papers are included as follows: "New Technology and the Organization of Work: A Review of the Issues" (Osterman); "New Technology, Health and Safety, and Labor-Management Relations" (Smith); "Managing New Technology and Labor Relations: An Opportunity for Mutual Influence" (Walton, McKersie); and "New Technology and Continuous Learning" (Zager). Summaries of the discussion of each paper are provided. Appendix A lists the meeting participants. Appendix B lists members of the Panel on Technology and Employment that was organized by the Committee on Science, Engineering, and Public Policy, a joint committee of the National Academy of Sciences, National Academy of Engineering, and Institute of Medicine. (CML)

ED 317 827 CE 054 684

Hillers, Val; Hiller, Jan
Foods of the Pacific Northwest. Project 2. Leader Guide and Member Manual.
Idaho Univ., Moscow. Cooperative Extension Service.; National Four-H Club Foundation, Washington, D.C.; Oregon State Univ., Corvallis. Cooperative Extension Service.; Washington State Univ., Pullman. Cooperative Extension Service.
REPORT NO.- PNW334; PNW335
PUB DATE- Dec 88
NOTE- 79p.; Produced by the Tri-State Food/Nutrition Curriculum Committee; publication of the Pacific Northwest Cooperative Extension (PNW).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Consumer Science; *Cooks; Dietitians; Exercise; *Food; *Food Processing Occupations; *Food Service; Foods Instruction; Health Promotion; Heredity; Home Economics Skills; Junior High Schools; *Nutrition; Nutrition Instruction; Occupational Information
IDENTIFIERS- *4 H Programs; *Pacific Northwest
These two documents are manuals for an intermediate level 4-H food and nutrition project. The leader's guide includes an introduction, 10 units, and a supplemental unit. The introduction includes a discussion of 4-H philosophy, sources of help, working with middle school boys and girls, how the guide is organized, and how to organize meetings. Tables list the staple foods, equipment, and materials needed for each lesson. Topics of the units are fruit, potatoes and onions, lentils and pork, cheese, poultry, wheat, locally produced vegetables, hunted and gathered foods, meal planning, and careers and hobbies with food. The supplemental unit is on food, exercise, and heredity. The member manual includes 10 units. The first eight units include key points, an introduction, information about the Pacific Northwest, food preparation information, recipes, meal management information, safety and storage information, nutrition and health information, consumer information, activities, ideas to explore, and checklists for the unit. The meal planning unit lists key points. The careers unit provides information about the following occupations: dietitian, food processor, food buyer, food sanitarian, and chef. The supplemental unit is not included in the member manual. (CML)

ED 317 840 CE 054 710

Wells, Judith A.; And Others
Greenhouse Operation and Management. Instructor Guide and Student Reference. Missouri Agricultural Education. Volume 21, Number 3.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jan 90
NOTE- 397p.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (instructor guide, order no. 10-2010-I: $22.60; student reference, 10-2010-S: $8.45).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Administration; Business Skills; Climate Control; Competency Based Education; Curriculum Guides; Educational Objectives; Energy Conservation; Fertilizers; *Greenhouses; Insecticides; Marketing; *Nursery Workers (Horticulture); Occupational Information; Occupational Safety and Health; *Ornamental Horticulture; *Plant Growth; Plant Identification; *Plant Pathology; Plant Propagation; Secondary Education; Vocational Education

These student and instructor materials for a one-semester course intended for high school juniors and seniors teach the following 24 lessons: (1) the scope and development of greenhouse production; (2) the economic importance of greenhouse crops; (3) careers in greenhouse operation and management; (4) greenhouse parts, structures, and coverings; (5) greenhouse environmental control; (6) interior layout; (7) energy conservation; (8) plant parts, structures, and functions; (9) plant processes; (10) environmental effects on plant growth; (11) growth regulation; (12) floriculture plant identification; (13) sexual plant propagation; (14) asexual plant propagation; (15) growing media; (16) containers; (17) watering; (18) fertilizers and plant nutrition; (19) common greenhouse pests and diseases; (20) techniques and equipment used to apply pesticides; (21) pesticide safety; (22) marketing floricultural crops; (23) recordkeeping in greenhouse management; and (24) legal considerations. The instructor materials include 24 student objectives; 24 competencies; suggestions for motivating students; evaluation suggestions; 38 references; a competency profile on which to record student performance; transparency masters; job sheets; assignment sheets; and appendices that contain a production schedule for potted plant crops and crop culture sheets for nine common greenhouse crops (chrysanthemums, foliage plants, bedding plants, Easter lilies, tulips, geraniums, calceolaria, cineraria, and poinsettias). The student reference includes information sheets for the 24 lessons that contain text, line illustrations, diagrams, and references. The student reference concludes with a two-page glossary. (CML)

ED 317 853 CE 054 735

Mosier, Richard H.
A President's View of Cooperative Education.
PUB DATE- 3 Apr 90
NOTE- 4p.; Paper presented at the Annual Conference of the Cooperative Education Association (San Antonio, TX, April 3, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Students; *College Programs; Community Colleges; *Cooperative Education; *Cooperative Programs; Educational Needs; Education Work Relationship; *Labor Force Development; Labor Needs; *Program Development; *School Business Relationship; Two Year Colleges; Work Experience Programs

During the next 20 years, more workers will need retraining. This trend is already evident as more adults return to college. Although the adult population of the United States grew 33 percent between 1969 and 1984, the number of people enrolling in adult education courses grew by 79 percent, and job-related courses increased from 25 percent to 43 percent of the adult education courses taught. Cooperative education in 2-year colleges could be in the forefront in serving this educational market. Some of the benefits of cooperative education are listed. Cooperative education affords: (1) an entree to expanding partnerships between college and business/industry; (2) a base for the development of a private fund raising program; (3) diversity of educational experiences and programming; (4) a fast track to educational achievement; and (5) the opportunity for earning while learning. To seize the opportunity, cooperative educators should prepare a business plan showing how a cooperative education program can produce student credit hours at a lower incremental cost than the base cost for their institution. The lower the cost per unit the better, but educators should guard against creating false expectations. Educators should take this plan to their college president, along with a recital of the benefits of cooperation; it will probably be implemented and the "golden age" of cooperation on that campus will begin. (KC)

ED 317 867 CE 054 750

Stricht, Thomas G.
Testing and Assessment in Adult Basic Education and English as a Second Language Programs.
Applied Behavioral & Cognitive Sciences, Inc., San Diego, CA.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Office of Vocational and Adult Education (ED), Washington, DC. Div. of Adult Education and Literacy.
PUB DATE- Jan 90
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Accountability; *Adult Basic Education; Adult Education; Competency Based Education; Criterion Referenced Tests; *Educational Diagnosis; *Educational Legislation; Educational Policy; Educational Testing; *English (Second Language); Government School Relationship; Item Response Theory; Norm Referenced Tests; *Politics of Education; Predictive Validity; *Standardized Tests; Test Construction; Test Use
IDENTIFIERS- Adult Basic Learning Examination; *Adult Education Amendments 1988; Basic English Skills Test; Comprehensive Adult Student Assessment System; English as a Second Language Oral Assessment; General Educational Development Tests; Reading Evaluation Adult Diagnosis; Tests of Adult Basic Education
This document expands upon the discussion of standardized tests in federal legislation and Department of Education rules and regulations, in order to guide practitioners in using these tests and alternative assessment methods more wisely. Amendments of 1988 that address the uses of standardized tests, the federal regulations that implement the amendments, public comments on the regulations, and the U.S. Department of Education's responses to the comments are presented. Chapter 2 deals with the nature and uses of standardized tests, including definitions of standardized tests, norm-referencing, criterion-referencing, competency-based education, and curriculum-based tests. Chapter 3 provides information about eight standardized tests in wide use in adult basic education (ABE) and English-as-a-Second-Language (ESL) programs: Adult Basic Learning Examination (ABLE); Basic English Skills Test (BEST); Comprehensive Adult Student Assessment System (CASAS) ABE and ESL tests; English-as-a-Second-Language Oral Assessment (ESLOA); General Educational Development Official Practice Tests; Reading Evaluation Adult Diagnosis (READ); and Tests of Adult Basic Education (TABE). Chapter 4 discusses "negative gain" scores, general and specific literacy, item response theory, predictive validity, special problems in testing in ESL programs, alternative assessment methods, and assessment systems to meet instructional purposes and state and federal requirements for accountability. Thirty-three reference footnotes are given. Appendix A provides a table for comparing scores among several standardized tests. Appendix B provides 13 sources of additional information and a set of 5 transparency masters for use in presentations on standardized testing in ABE and ESL programs. (CML)

ED 317 880 CG 022 388

The National Career Development Guidelines. State Resource Handbook.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- 89
NOTE- 132p.; For other handbooks in this series, see CG 022 382-387.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Career Development; *County Programs; Elementary Secondary Education; Postsecondary Education; *Program Implementation; *Resource Materials; *State Standards

This resource handbook is a companion volume to five local handbooks developed to support specialized implementation of the National Career Development Guidelines in elementary schools, middle and junior high schools, high schools, post-secondary institutions, and business organizations. It can be used by state-level staff including directors and members of State Occupational Information Coordinating Committees, State Supervisors of Guidance, and other state-level personnel who are involved in administering career development programs. This handbook includes information that was provided by the 24 states that are using the National Career Development Guidelines to develop state-level guidelines and standards. It is organized into 5 sections and 5 appendices. The first section, "Supporting Career Development Programs," overviews strategies used by the states and refers to reports that support the importance of career development programs. The second section, "State Standards and Guidelines," describes and gives examples of the major approaches being used by the states to establish state-level standards and guidelines. The section called "Setting State Standards and Guidelines" summarizes and gives examples of strategies states have used to establish, disseminate, and implement guidelines. The "Funding Career Development Programs" section provides information about funding programs. The final section, "Providing Technical Assistance to Local Programs," describes strategies and resources that support training and technical assistance for local programs on various topics. The

appendices include information on state profiles, examples of state standards and guidelines, information on materials to support the needs for and benefits of, career development programs, promotional materials, and a directory of state guidance supervisors. (NB)

ED 317 894 CG 022 407

Forrest, Alan; Geoffroy, Kevin
Therapeutic Intervention in the Treatment of Substance Abuser's Unresolved Grief Reactions in an Inpatient Hospital Setting: A Study of Two Group Approaches.
PUB DATE- 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adjustment (to Environment); Adults; *Counseling Techniques; *Depression (Psychology); *Grief; *Substance Abuse; Therapy
IDENTIFIERS- *Intraception; *Succorance
This study examined the differential effects of a higher level inpatient therapy group as compared with a structured didactic group on adult substance abusers' unresolved grief reactions in an inpatient hospital setting. It was hypothesized that, compared to control group subjects, subjects participating in the two treatment groups would experience a significant degree of grief resolution, decreased depression, significantly greater changes in intraception (ability to engage in understanding one's own behavior and the behavior of others), and significantly greater changes in succorance (ability to solicit sympathy, affection, or emotional support from others). In addition, it was hypothesized that subjects in the higher level therapy group would experience significantly greater changes in personal adjustment compared to the structured didactic group and the control group. Subjects (N=41) completed the Texas Revised Inventory of Grief, Beck Depression Inventory, and three scales (Intraception, Succorance, and Personal Adjustment) from the Adjective Check List as pretests and as posttests following eight counseling sessions for treatment subjects. The findings revealed significant improvement in intraception and personal adjustment by both treatment groups compared to the control group and significant improvement in succorance for the higher level inpatient therapy group. There were no significant differences between the two treatment groups and control group with respect to grief resolution or improvement of depression. (NB)

ED 317 908 CG 022 422

Looking to the Future: Focus-Group Discussions about College and Careers with Minority Middle-School Students and Parents. Publication 08-013.

Southeastern Educational Improvement Lab., Research Triangle Park, NC.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- Sep 89
NOTE- 62p.
CONTRACT- 400-86-0007
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140) Reports - Research/Technical (143)
DESCRIPTORS- *Black Achievement; Black Community; Black Students; Black Teachers; *Career Planning; *College Planning; Colleges; Enrollment; Grade 7; Grade 8; Junior High Schools; *Junior High School Students; *Middle Schools; Outcomes of Education; Parent School Relationship
IDENTIFIERS- Focus Groups Approach

Concerns have been raised about declining college enrollment of minority students despite increasing high school graduation rates. Addressing such "pipeline" issues is critical for increasing the supply of minority professionals in public school teaching and administration, school counseling, and school psychology. Focus group discussions were undertaken to broaden the understanding of these issues and to guide the development of appropriate resource materials; participants in these discussions were 139 seventh and eighth graders and 109 of their parents. All participants were black. Students were identified as academically or economically "at risk" or were interested in going to college or possessed the potential to do college work. Ten recommendations for project development were made: (1) assemble and work with a local task force from key minority organizations; (2) communicate with parents and families about availability of assistance to students; (3) organize parent support groups; (4) provide parenting skills assistance; (5) conduct workshops for parents about testing, tracking, graduation requirements, etc.; (6) provide parents with information about education careers; (7) collect and distribute information regarding policies, requirements, and common practices affecting academic success and opportunities for college enrollment; (8) provide opportunities for cultural enrichment to enhance development of minority students; (9) sponsor structured career-planning programs for minority students; and (10) bring minority educators together to discuss their role in recruiting future minority educators. (ABL)

ED 317 922 CG 022 441

Tumuti, Sammy
Needs Assessment for Guidance and Counselling in Kenya.
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Counseling Objectives; Foreign Countries; Grade 5; Grade 7; Intermediate Grades; Junior High Schools; *Needs Assessment; *Preadolescents; Program Development; *School Counseling; *School Guidance; Stress Variables; *Student Attitudes
IDENTIFIERS- *Kenya
Formal guidance and counseling in Kenya is recognized more than ever. The development of effective guidance and counseling programs will be guided by needs assessment. This study used data from a larger study on guidance and counseling needs assessment of primary school pupils of Gachika Sub-location, Nyeri Town, and Nairobi City. Differences in ethnic groups, location of subjects (rural, semi-urban, and urban), age of subjects, and discrepancy between pupils' perception of their own problems and perceptions of their teachers were some of the factors that contributed to the necessity of carrying out a needs assessment before developing guidance and counseling programs in schools. Specifically this study sought to delineate academic, occupational, and psychological needs of pupils (N=720) in grades seven and five. The pupils rated their perception of their problems regarding how often each stated problem affected them. In addition, 69 teachers who taught the pupils were used in that study to countercheck the pupils' responses. The results indicated that pupils were under great pressure to perform well in the Certificate of Primary Education and to be admitted into government secondary schools from parents and relatives. The pupils expressed a high anxiety and fear related to this pressure. A guidance and counseling program could be effective in changing such devastating and unrealistic attitudes on the part of parents and pupils themselves. (ABL)

ED 317 936 CG 022 455

Allbritten, Dorothy J.
Children with HIV/AIDS: A Sourcebook for Caring. A Guide for Establishing Programs for Children.
National Association of Children's Hospitals and Related Institutions, Alexandria, VA.
SPONS. AGENCY- Children's Hospital of New Jersey, Newark. National Pediatric HIV Resource Center.; Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.; New Jersey State Dept. of Health, Trenton.
PUB DATE- Apr 90
NOTE- 94p.
GRANT- BRHP02011-01-0
AVAILABLE FROM- National Association of Children's Hospitals and Related Institutions, Inc., 401 Wythe St., Alexandria, VA 22314 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Child Caregivers; Childhood Needs; Child Welfare; Chronic Illness; Community Health Services; Family Health; *Health Services; *Hospitalized Children; Long Term Care; *Medical Services; Pediatrics; Program Descriptions; Program Development; *Special Health Problems
This manual is intended for administrators and professional caregivers who wish to provide comprehensive health care to children with Human Immunodeficiency Virus (HIV) infection, the cause of Acquired Immune Deficiency Syndrome (AIDS). Chapter 1, an overview, examines the societal and economic issues that affect care and treatment of children infected with HIV. Chapter 2 describes five key components of pediatric HIV/AIDS programs: long-term planning for chronic illness; child-centered and family-focused approach; interdisciplinary, collaborative care; case management; and community support. Chapter 3, "Mobilizing for Program Organization," is a step-by-step guide to establishing a program of care through assessment, planning, implementation, and evaluation. Chapter 4 provides extended descriptions of the 10

hospital pediatric HIV/AIDS programs throughout the country from which information was gathered to produce this manual. Appended are the following resources: (1) official definitions and classifications of HIV-related diseases; (2) community assessment guide; (3) a list of state AIDS coordinators; (4) an outline of critical program components through the continuum of care; (5) a list of resources for service providers including AIDS clinical trial units, demonstration projects, organizations, audiovisuals, literature, and telephone contacts; and (6) a listing of the 10 highlighted programs. (TE)

ED 317 951 CS 009 998

Bailey, Kevin Sue
Tune in and Talk.
PUB DATE- 8 May 90
NOTE- 9p.; Paper presented at the Chapter 1 Region 6 Conference (Columbus, IN, May 8, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Early Childhood Education; *Language Acquisition; Life Events; *Parent Child Relationship; Parent Role; *Parents as Teachers; *Reading Aloud to Others; *Reading Readiness
IDENTIFIERS- Conversation; *Emergent Literacy; Reading Motivation
Intended for parents, this paper shares tips for seizing opportunities to insure success in reading for children, observing that the three areas which have surfaced as most critical to reading success are all dependent upon what parents do with their children at home. The paper lists reading to children, talking and listening to them, and helping broaden their experience base as areas most critical for reading success. Thirty-three tips for parents are provided in all, divided into three groups. First, 18 tips are listed to show the importance of reading aloud on children's progress in reading. Second, five tips are listed to encourage parents to develop the art of conversation with their children. Third, 10 tips are listed to illustrate ways for parents to broaden the experience base of their children. (MG)

ED 317 967 CS 010 015

Peterson, Ralph; Eeds, Maryann
Grand Conversations: Literature Groups in Action.
REPORT NO.- ISBN-0-590-73422-9
PUB DATE- 90
NOTE- 79p.; The "Bright Idea" Series.
AVAILABLE FROM- Scholastic Inc., 730 Broadway, New York, NY 10003 ($8.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Childrens Literature; Elementary Education; Foreign Countries; Literary Devices; *Literature Appreciation; Parent Teacher Cooperation; Reader Response; *Reading Instruction; Reading Material Selection; Teaching Methods
IDENTIFIERS- Collaborative Learning; Trade Books
Intended for teachers, this book demonstrates the importance of teaching with real books. The first three chapters outline the components of a literature program, the settings in which it operates, and the human communities that shape it. Chapter 4 discusses literary elements: character, time, mood, layers of story meaning, place, point of view, and symbol and extended metaphor. Chapter 5, "Teachers at Work," shows how it might be possible to organize literature studies. The whole chapter is an invitation for teachers to try out, reflect on, and revise a literature program that they build for themselves, drawing on the experiences of teachers who show how their programs have evolved. The book also includes booklists for the following age groups: Kindergarten/first grade, second/third grade, third/fourth grade, and fifth/sixth grade. Forty-five references are attached. (MG)

ED 317 983 CS 010 033

Durkin, Dolores
Matching Classroom Instruction with Reading Abilities: An Unmet Need. Technical Report No. 499.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 90
NOTE- 13p.
CONTRACT- G0087-C1001-90
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Research; Curriculum Development; Educational Research; Kindergarten; Phonics; Primary Education; *Reading Instruction; Student Centered Curriculum; *Student Needs; Teacher Role; *Teaching Methods

Based on the premise that schools apparently fail to match reading instruction to children's needs, this study was conducted to learn about the process of changing teacher behavior in such a way that a match exists between what is taught and who is being taught. Year-long observation of one kindergarten program that was supplemented with attempts to effect instruction that reflected the children's abilities was conducted. Standard curriculum was to provide instruction for colors, shapes, letters, numbers, words, and letter-sound correspondences. The teacher's tendency to spend more time with the least able children became apparent early in the year and never changed. An equally persistent practice of the teacher was to cover too much with the poorer students and too little with the others. Another tendency was to assign equal importance to everything. The usefulness of knowing a particular letter-sound correspondence had no effect on the amount of instructional time it received. The 28 observation periods which occurred during the year supported the conclusion that the teacher continued to assign unique importance to phonics even though a multifaceted conception of beginning reading instruction was persistently recommended and discussed. Interviews revealed that it seems likely that what was considered to be a means for achieving

matched instruction was seen by the teacher as a reason to worry even more. Abandoning the long traditions of a lockstep curriculum is a very slow process, requiring much more than one year. (MG)

ED 317 997 CS 212 278

Lofqvist, Gert; Lindell, Ebbe
The IEA Study of Written Composition in Youth Education. School Research Newsletter 1989: 11.
National Swedish Board of Education, Stockholm.
PUB DATE- Dec 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Essays; Expository Writing; Foreign Countries; Grade 6; Grade 9; Intermediate Grades; Secondary Education; Teaching Methods; Writing (Composition); *Writing Evaluation; *Writing Exercises; Writing Instruction; Writing Research; *Writing Skills
IDENTIFIERS- *IEA Written Composition Study; *Sweden; Writing Tasks
In Sweden the International Association Evaluation of Educational Achievement in written composition study involved 4,500 students from grades 6 and 9, as well as students from the terminal grades of the upper secondary school. Students wrote essays of various kinds and replied to questionnaires. Essays were evaluated according to content, organization, style or idiom, and readability. Girls appeared to score better than boys; the link between gender and attitudes to school is a strong one, so that girls wrote better essays because they take a more positive view of writing and school work in general. Eight writing tasks are included. (KEH)

ED 318 013 CS 212 299

Moran, Charles, Ed.; Penfield, Elizabeth F., Ed.
Conversations: Contemporary Critical Theory and the Teaching of Literature.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-0860-1
PUB DATE- 90
NOTE- 243p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801 (Stock No. 08601-0015; $11.95 member, $14.95 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- Cultural Context: Feminism; Higher Education; *Literary Criticism; *Literature Appreciation; Reader Response; Secondary Education; Theory Practice Relationship
IDENTIFIERS- Cultural Literacy; Literary Canon; *Literary Theory; Poststructuralism

An extension of conversations that originally took place at summer institutes devoted to literary theory (sponsored by the National Council of Teachers of English), this book presents diverse critical perspectives on current topics of literature, such as post-structuralism, cultural criticism, reader-response theory, and issues of gender and canon. Articles, listed with their authors, are as follows: (1) "Literature and Authority" (Myra Jehlen); (2) "A Short Course in Post-Structuralism" (Jane Tompkins); (3) "The Turns of Reader-Response Criticism" (Steven Mailloux); (4) "The Master's Pieces: On Canon Formation and the Afro-American Tradition" (Henry Louis Gates, Jr.); (5) "Authority, Desire, and Canons: Tendentious Meditations on Cultural Literacy" (James C. Raymond); (6) "Our Missing Theory" (Janet Emig); (7) "A Passage into Critical Theory" (Steven Lynn); (8) "Contrarieties of Emotion, or, Five Days with 'Pride and Prejudice'" (Walker Gibson); (9) "Feminism, Deconstruction, and the Universal: A Case Study on 'Walden'" (Irene C. Goldman); (10) "Professor, Why Are You Wasting Our Time?" (Warren Rosenberg); (11) "Delivering on the Promise of Liberal Education" (Joel Wingard); (12) "Teaching Literature in the Post-Structuralist Era: A Classroom Teacher's Agenda" (Lloyd N. Dendinger); (13) "Dispatching 'Porphyria's Lover'" (Joseph Dupras); (14) "Reading 'Life in the Iron-Mills' Contextually: A Key to Rebecca Harding Davis's Fiction" (Jane Atteridge Rose); (15) "Local Canons: Professing Literature at the Small Liberal Arts College" (Bobby Fong); (16) "The Structuralist Community College Student in a Post-Structuralist Age: (Judy Arnold and Benjamin S. Howard); and (17) "Gender Differences: Both/And, Not Either/Or" (Nancy Vogel). (KEH)

ED 318 027 CS 212 314

Kinder, Rose Marie
Teaching the Controversies: The Other within the Classroom.
PUB DATE- Mar 90
NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- *Course Objectives; Educational Philosophy; Higher Education; Literature; *Social Bias; *Teaching Methods; *Writing Instruction
IDENTIFIERS- Academic Discourse; *Conflict Analysis; Controversial Topics; Educational Issues; Literary Canon; *Writing about Literature
In presenting courses to students, teachers should acknowledge opposition to their educational choices. Discussions of the bases and possible consequences of choices may--and should--lead students to ask for more freedom and more options. Students understand that teachers must evaluate them, so if teachers offer as much leeway as they can, students will try to be as fair as their teachers are. The teaching of controversies recognizes existing conflicts and avoids pretending a unity that does not exist. In writing-about-literature courses, teachers can explain why particular readings are chosen, where they fit, what the teachers' biases are, and what opposition to the teachers' methods exist. Acknowledgement of others' truths is a step toward becoming a teacher. This implies options in ways of thinking, which is at the core of educational goals. Allowing beliefs to shape teachings, without admitting to questions about those positions, gives rise to a monologue posing as a dialogue. (SG)

ED 317 657 CE 053 717

Howards, Melvin
Adult Literacy: Then and Now.
PUB DATE- Jul 89
NOTE- 35p.; Paper presented at the Adult Literacy and Technology Conference (Louisville, KY, July 20-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Basic Skills; Communication Skills; *Ethnic Bias; Ethnocentrism; *Functional Literacy; Illiteracy; *Language Experience Approach; *Literacy Education; *Outcomes of Education; Religion
IDENTIFIERS- Right to Read

This document sets the current literacy education movement in historical context, criticizes the actions of unprepared newcomers to field, and praises the efforts of reading professionals who use a language experience approach to teaching reading. In an overview, the faddishness of some current literacy education activity is deplored. Section 1 recounts the linkage between religion and literacy. Section 2 points out more recent history of literacy education, including the shifting criteria for what constitutes literacy, the Right to Read program, and the religious-like fervor of some literacy volunteers. Section 3 notes some definitions of literacy and estimates of illiteracy. In section 4, the shortcomings of tests and the difficulties of measuring literacy are recounted. Some suspected causes of illiteracy are considered in section 5. Section 6 examines who comes to literacy programs. Section 7 argues that higher rates of literacy will not solve U.S. productivity and other economic problems. Section 8 criticizes reading education methods that include a colonial and missionary mentality and praises methods that emphasize meaning, teach students to organize and relate information, and consider students to be "knowing subjects" instead of objects. A conclusion and recommendations section and a 67-item bibliography conclude the document. (CML)

ED 317 696 CE 054 112

Blank, Rebecca M.
Part-Time and Temporary Work. Background Paper No. 29a.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 39p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4770-75-023-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; Adults; Employed Parents; *Employed Women; *Employment Patterns; *Fringe Benefits; Older Adults; *Part Time Employment; *Personnel Policy; Promotion (Occupational); Research Needs
IDENTIFIERS- *Temporary Employment
Part-time work is a significant aspect of the U.S. labor market, and the number of part-time jobs has increased from 6 million in 1955 to 19 million in 1987. Part-time work is done by a very diverse range of workers, particularly teenagers, older workers, and women with children. Consequently, it is probably not useful to think about the part-time labor market as a single group of workers. The available evidence indicates that most employers think of part-time workers as nonpromotable workers who solve particular scheduling and peak-demand problems within the firm. However, there is increasing evidence of a growing awareness that there may be other types of part-time workers and other types of part-time jobs. Part-time workers in professional and managerial occupations appear to be at least as well paid as their full-time fellow workers. The growing number of women who seek part-time work on a temporary basis during their child-rearing years may lead to a growing number of professional part-time jobs and some reconceptualization of part-time work and part-time workers. Ongoing growth is forecast in the service, retail, and financial industries, which are areas with a lot of part-time slots. Most of the part-time jobs opening up will be the more traditional lower-skill, noncareer-path type. Useful research projects would include those on (1) the relationship between part-time jobs and fringe benefit programs; (2) the reasons people seek part-time work; (3) the impact of part-time work on the well-being of households; and (5) the labor market implications resulting from the demands of women who are predominantly full-time and long-time workers for part-time jobs at certain points in their life. (The document contains 57 references and 2 figures.) (CML)

ED 317 723 CE 054 394

Consumer's Resource Handbook and A Teacher's Guide to the Consumer's Resource Handbook.
Office of Consumer Affairs, Washington, D.C.
PUB DATE- 90
NOTE- 108p.
AVAILABLE FROM- Handbook, Consumer Information Center, Pueblo, CO 81009 (single copies free).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Consumer Economics; *Consumer Education; *Consumer Protection; *Family Life Education; Home Economics; *Home Management; *Money Management; Purchasing; Secondary Education; State Agencies

This document consists of a handbook for consumers and a teacher's guide to the handbook. The first part of the handbook gives advice on how to be a smart consumer and includes information on how to get the most for the money, handle a complaint, write a complaint letter, use the handbook, select child care, protect personal property, choose a school, select a home-improvement company, use credit cards, shop by telephone, and shop by mail. The second part constitutes about 90 percent of the handbook and contains names, addresses, and telephone numbers of businesses; state, county, and city government consumer protection offices; state agencies on aging; state banking authorities; state insurance regulators; state utility commissions; state vocational and rehabilitation agencies; state weights and measures offices; military commissary and exchange contacts; federal information centers; other selected federal agencies; and federal government offices that have telecommunications devices for the deaf. The handbook concludes with information on books for blind and physically handicapped persons, TDD operator services, and an index. The teacher's guide consists of suggestions for using the handbook to help students make informed decisions, handle complaints, and study consumer affairs in more depth. A list of key sources of consumer assistance is included. (CML)

ED 317 773 CE 054 520

McGennis, Brenda; Scott, Liam
In-Company Trainers of Young People in Irish Industry.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-826-0645-7
PUB DATE- 89
NOTE- 78p.; For related documents, see CE 054 521 and CE 054 525-526.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-56-89-320-EN-C).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Adult Educators; Corporate Education; *Educational Trends; Education Work Relationship; Experiential Learning; Foreign Countries; Industrial Training; *Job Analysis; *Job Skills; Learning Theories; *Minimum Competencies; Program Development; Rapport; Teacher Attitudes; Teacher Background; *Trainers; Vocational Education; Young Adults
IDENTIFIERS- *Ireland; *Train the Trainer
A study of the training of the in-company trainer of young people in Ireland was conducted from January through March 1988. Directors of training and the trainers themselves were interviewed in 15 companies. An additional 50 trainers responded to a mailed questionnaire. Trainers were primarily men in their thirties with a background in teaching, personnel work, or a technical area. The competencies trainers need were identified as follows: understanding of basic learning theory, a wide range of instructional techniques, analytical skills to identify the knowledge needed by the trainee and the skill content of the job, understanding of attitude development, program planning skills, record maintenance and monitoring skills, flexibility, and good rapport with trainees. Gaps between the competencies trainers possess and those they need were identified in all of these areas. The following trends were identified: the need for trainers to develop skills to a high degree; open learning for theoretical training combined with practical "hands on" training; need for a more competitive industrial spirit in Ireland, with training making a vital contribution; and the need for preparation of trainers for new technologies. (Four appendices provide a proposed training program for training managers, data tables, the learning cycle for training, and the questionnaire. A listing of seven definitions of words used in the report is included.) (CML)

ED 317 786 CE 054 570

Metcalf, David H.
The Economics of Vocational Training: Past Evidence and Future Considerations. World Bank Staff Working Papers Number 713.
World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-0475-5
PUB DATE- 85
NOTE- 169p.
AVAILABLE FROM- Publications Sales Unit, Dept. T, World Bank, 1818 H Street, N.W., Washington, DC 20433.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cost Effectiveness; Developing Nations; *Economic Research; Educational Economics; *Education Work Relationship; Foreign Countries; *Input Output Analysis; Job Training; Labor Force Development; *Outcomes of Education; Resource Allocation; *Vocational Education
IDENTIFIERS- India; Israel; Kenya; Latin America

A partial survey of the literature on the economics of vocational training reveals three important lessons on how evaluations may be undertaken using data on pay, inputs, and outputs. The first lesson is that social, corporate, and private returns to vocational training in developing countries appear to be high enough to justify expanding training activity. However, training in industrial institutes and vocational secondary schools is less cost-effective than more formal firm-based training, at least in Kenya, India, and Israel. Also, Latin American data indicate that school and formal institutional vocational training may be substituted for one another. The second lesson is that in some sectors a more labor-intensive method of production is economically more effective than current methods. This may, in turn, imply the need for more--not less--skilled labor and vocational training. Further, given technology and output, unskilled and skilled labor appear to be substitutes, rather than complements, in the production process. The third lesson is that sophisticated function analyses are plagued by statistical and measurement problems. If they are not resolved, estimation techniques are unlikely to be able to pick up any relationship between trained labor and output among firms. However, there are alternatives. Many input and output measures such as performance rating and downtime are available for more modest evaluations. Training can be evaluated using earnings data or output and input data. In all cases, there are technical problems including sample size, control groups, the use of longitudinal data, and difficulties caused by labor mobility. A simpler before/after plant level study of changes in inputs or output associated with training may offer the most tractable evaluation. (112 references.) (Author/CML)

ED 317 800 CE 054 610

Jarmul, David
A Peace Corps Guide to Literacy, Adult Learning, and Nonformal Education.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Sep 79
NOTE- 73p.; Reprint, August 1987.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Learning; *Adult Literacy; Andragogy; Classroom Techniques; *Developing Nations; Educational Philosophy; Educational Practices; Educational Trends; Learning Activities; Linguistics; *Literacy Education; *Nonformal Education; Teacher Role; Teaching Methods; Volunteers; *Writing Instruction
IDENTIFIERS- Peace Corps
This document examines various nonformal education strategies in the area of literacy instruction for adults. Written by a Peace Corps volunteer who worked in Nepal, the guide is organized in seven chapters. The first chapter defines nonformal education and provides a rationale for it, especially in underdeveloped countries. The second chapter discusses trends in literacy education, and the following chapter discusses the pros and cons of teaching writing to adults. Adult learning is examined in Chapter 4; chapter 5 provides a perspective on the role of the teacher in Peace Corps literacy classes. Chapter 6 offers practical ideas for volunteers planning nonformal education activities for adults. In the final chapter, linguistics and literacy are discussed, and information is provided on the linguistic background of adults. An annotated list of literacy resource organizations is included in this guide. (KC)

ED 317 814 CE 054 652

James, Marcia; And Others
Microcomputer Business Applications. Teacher Edition.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 86
NOTE- 515p.; Document contains colored paper.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. CN801101: $24.00, including Apple, IBM, or TRS-80 data disk).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Bookkeeping; *Business Skills; Classroom Techniques; Communications; *Computer Literacy; *Computer Oriented Programs; Computer Software; Course Content; Entry Workers; Job Skills; Learning Activities; Learning Modules; Lesson Plans; *Microcomputers; *Office Occupations Education; Planning; Postsecondary Education; Records Management; Secondary Education; Skill Development; Test Items; Units of Study
IDENTIFIERS- Clerical Skills
This curriculum guide is designed to teach concepts associated with business applications of microcomputers. It can be used in marketing, office education, and computer literacy courses. Most activities can be done in less than 1 hour. The course is organized in eight units that cover the following: (1) systems and software; (2) electronic filing; (3) personnel records management; (4) accounting; (5) inventory control; (6) financial records management; (7) communications; and (8) planning. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to the tests. All unit components focus on measurable and observable learning outcomes and are designed for use in more than one lesson or class period. (KC)

ED 317 854 CE 054 736

Illiteracy: Chicken or Egg?
Education Writers Association, Washington, DC.
PUB DATE- Aug 87
NOTE- 7p.; For related documents, see CE 054 737-748.
AVAILABLE FROM- Education Writers Association, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Blacks; *Community Influence; Early Parenthood; *Educationally Disadvantaged; Elementary Secondary Education; *Family Influence; Functional Literacy; Literacy Education; *Poverty
IDENTIFIERS- *Underclass

A seminar was held at the Harvard Graduate School of Education in August 1987 on the subject, "Illiteracy and the Underclass: Are They Permanent?" The contributions of Chall, Comer, Epstein, Dash, and Rivera identified where illiteracy problems begin--in families with intergenerational patterns of illiteracy. Problems in estimating the numbers of illiterate adults in society and the work force were addressed by Harman and Sticht. The question of a growing and permanent underclass and the cost of remediating disadvantages were examined by McFate. Successful community-based literacy programs and the connection between literacy and employability were described by Garvey and Strucker. Problems in writing about poverty and illiteracy in the media were addressed by a panel of editors and reporters. (Ten story ideas for reporters and editors doing articles about literacy are identified in the document. Addresses and telephone numbers for the 13 seminar contributors are included, along with addresses and telephone numbers of 4 agencies dealing with illiteracy.) (CML)

ED 317 895 CG 022 408

Charboneau, Elizabeth Grace
Normative Data on the 16PF for Nontraditional Female Undergraduates.
PUB DATE- Apr 90
NOTE- 19p.; Paper presented at the Annual Meeting of the American Association for Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Adult Students; Comparative Analysis; *Females; Higher Education; *Nontraditional Students; *Personality Traits; Profiles; *Undergraduate Students

This study was conducted to construct a normalized table which described the typical personality profile of nontraditional female undergraduate full-time students at Middle Tennessee State University (MTSU) in Murfreesboro, Tennessee. It was hypothesized that the nontraditional female undergraduate at MTSU would differ from both traditional female undergraduates and the general adult female population. The defining criteria of an MTSU female, registered for the Spring, 1989 semester, who was 25 years of age or over, in undergraduate studies, and carrying 12 or more credit hours, were met by 590 students. The Sixteen Personality Factor Questionnaire (16PF): Form A 1967-68 Edition Revised was mailed to all qualified students. Responses were received from 192 students. Findings revealed that the nontraditional female students in the sample were more reserved, assertive, venturesome, trusting, practical, self-sufficient, and controlled than either traditional female undergraduates or adult females in general. In addition, the nontraditional female undergraduate in the sample was more sober, conscientious, and tough-minded than traditional female undergraduates and more intelligent, forthright, experimental, and tense than the general female adult population. (NB)

ED 317 923 CG 022 442

Arnold, Sarah; And Others
Resource Guide on Parent and Citizen Participation in Education.
Institute for Responsive Education, Boston, Mass.; Massachusetts Organization of Citizens for School Improvement.
PUB DATE- 89
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Bibliographies (131)
DESCRIPTORS- Accountability; *Citizen Participation; Educational Quality; Elementary Secondary Education; Evaluation; Organizational Communication; *Parent Participation; *Parent School Relationship; School Choice; *School Community Relationship; Student School Relationship
This document presents an annotated list of resources on parent involvement and citizer participation in education. Articles, books, reports, studies, guidebooks, and manuals were reviewed. Materials which were considered most interesting, relevant, and useful were selected. Materials of special interest or value to parents are specially marked with a "P." Nine publishers are listed with their addresses and telephone numbers. Fourteen magazines and journals relevant to the topic are listed with their addresses and telephone numbers. Three conferences are listed. Nineteen organizations focusing on the topics of parent involvement and citizen participation in education are listed. Thirty-three entries are included for general background materials. Topics in this section include educational equity; parent involvement in schools; home/school communication; accountability; and school evaluation. Sixteen entries on the benefits and barriers to parent and citizen involvement are included. Nine entries on school councils, 8 on parent choice in the public schools, 9 on parents and early childhood education, 17 on parents and teachers working together, and 6 entries on other forms of community involvement are included. (ABL)

ED 317 952 CS 009 999

Chandler, Paul Michael; And Others
Exploring Retellings as Assessment: Insights and Patterns.

PUB DATE- Nov 89
NOTE- 15p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classification; Cognitive Style; Educational Assessment; Graduate Students; Higher Education; Language Role; *Long Term Memory; *Reading Comprehension; Reading Research; Teaching Methods
IDENTIFIERS- Retelling; Text Factors; *Text Processing (Reading)

A study examined the emergent patterns and anomalies of adult readers as they unload information from their long term memory into their retellings of text. Participants were 16 graduate students enrolled in a Reading Education Seminar at Indiana University. Participants formed a heterogeneous group which included speakers of six different languages and whose command of spoken English varied widely. The data were collected as blind-coded verbatim transcriptions of the recorded oral retellings. After interpreting and classifying the content independently, a tentative taxonomy was established in concert which was derived from the observed content of the retellings. All transcriptions were analyzed independently by four researchers for the following elements: generalization, thesis statement, major points, supporting details, supplementations, coherence, completeness, and comprehensibility. The blind transcriptions were identified by name and their content and rating were reviewed in relation to the known facts about nationality, educational and cultural background, familiarity with the text selected, and whether the participants spoke English as a native, a second, or a foreign language. Results included three major findings: (1) although participants came from various cultural and educational backgrounds, a majority of them repeatedly mentioned and expanded upon certain key points from the text; (2) many readers who expressed familiarity with or interest in the topic prior to reading the passage showed a higher incidence of reader perspective; and (3) the richness of the retelling affected the overall rating. (Two appendixes containing a data summary and taxonomy are attached.) (MG)

ED 317 998 CS 212 279

Tobin, Barbara
Australian Readers' Responses to the Cross-Cultural, Folklore-Based Fantasy Novels of Patricia Wrightson.
PUB DATE- Apr 90

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 15-21, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; Case Studies; *Childrens Literature; *Fantasy; *Folk Culture; Foreign Countries; Grade 7; Junior High Schools; Legends; *Reader Response; *Reader Text Relationship; Reading Processes; Reading Research; Twentieth Century Literature
IDENTIFIERS- Aboriginal People; *Australia; Text Factors; *Wrightson (Patricia)
In the 1970s and 1980s the white Australian author Patricia Wrightson's cross-cultural fantasies concerning the conflict of White characters with Aboriginal folk spirits struck a chord with many adolescent and adult readers who judged these novels to be outstandingly successful. A classroom-based study examined the responses of a class of seventh grade, upper middle class, urban White Australian readers to two of Wrightson's novels. Students listened to daily chapter readings of "A Little Fear," then used introspective recall to formulate written responses immediately after each chapter. An intensive case study was then conducted of three readers selected from the mixed-ability class because of their fluency in articulating responses and enthusiasm to continue the study. These three readers read the second novel, "The Narqun and the Stars," silently and in individual daily sessions, and wrote responses to each chapter using introspective recall. Results indicated that there was a widespread lack of congruence of most students' interpretations of major elements of the novels. The study demonstrated the role of the reading community in facilitating or hindering a personal evolution of concepts necessary to allow readers to understand and accept a new and unexpected cultural literary interpretation. When interacting with challenging, multi-layered texts, young readers need time for reflection, a forum for negotiating meaning, and encouragement to make connections between existing constructs to expand and enrich their world representations. (Seventeen references are attached.) (RS)

ED 318 028 CS 212 315

McNeil, Lynda D.
Say It Again Sam: Recursive Writing and Critical Thinking in the Literature Classroom.
PUB DATE- 24 Mar 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Sophomores; Cooperative Learning; *Critical Thinking; Higher Education; *Journal Writing; *Literature Appreciation; *Student Journals; Teacher Role; *Thinking Skills; Writing Instruction
IDENTIFIERS- *Recursive Writing; University of Colorado Boulder
Critical consciousness is essential to the praxis of a democratic culture. Both composition and literature instructors on the college level may be using the reflective or dialogue journal under the false assumption that recursive writing leads naturally to critical thinking. Experience with college sophomores indicates that the narrative pressures inherent in journal writing seem to work against critical analysis. Cognitive psychologists have shown that to learn critical thinking skills, the following elements must be present: a focus on teaching a specific thinking skill within the content area, the presence of teacher mediation to help students create meaning, and assignments that include framework and scaffolding whereby the teacher models the thought processes, gradually shifting the responsibility for higher order thinking to the student. Teacher interventions to mediate cognitive processes and model critical thinking in the college literature class can take the form of such frameworks as "dialogue folders" wherein on-going dialogues with the text, with themselves, and with peers are recorded and reflected upon. The kind and quality of thinking in student dialogue folders can become an important focus of instruction. In addition, in cooperative learning groups, the roles of each of the members of the group must be clearly defined to facilitate critical thinking of all members (an adversary, a synthesizer, a caretaker, a recorder, and a liaison). (Two appendixes outlining a thinking skills model and cooperative learning group roles are attached.) (SR)

ED 317 710 CE 054 126

Sticht, Thomas G.
Functional Context Education: Policy and Training Methods from the Military Experience. Background Paper No. 41.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 42p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4803-75-052-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; Adults; Basic Skills; *Educationally Disadvantaged; Education Work Relationship; *Functional Literacy; Job Skills; *Literacy Education; Low Achievement; *Military Personnel; *Military Training; Norm Referenced Tests; Personnel Selection; *Standards; Success; Technology Transfer
IDENTIFIERS- Functional Literacy for the National Guard; Job Oriented Reading Program; Job Skills Education Program
In the mid-1960s, as part of the "War on Poverty," the armed services accepted up to 100,000 personnel per year who would have been rejected had not standards for reading and mathematics abilities been lowered. Over 80 percent of these persons completed their tour of duty and more than 90 percent were rated above average in their service. An error in test norming in the late 1970s permitted the enlistment of almost 360,000 young men with aptitude test scores below the minimum standards of the time. These enlistees, on the whole, performed satisfactorily. The military used four strategies with the lower ability recruits: limited assignments, provision of extra help and time, revision of training courses, and establishment of special training units. The military provided functional context literacy training through FLIT: The Functional Literacy Program; FLING: Functional Literacy for the National Guard; and JORP: Job-Oriented Reading Program. Other functional context training efforts include electronics technician's training sponsored by the Ford Foundation, functional context education workshops, technology transfer in the job skills education program (JSEP), and the McGraw-Hill functional context basic skills project. The paper concludes with implications for human resources development policy and practice. Three figures, 2 data tables, and 25 references are included. (CML)

ED 317 968 CS 010 016

Sanacore, Joseph
Needed: A Better Balance between Narrative and Expository Text.
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Beginning Reading; *Classroom Environment; Periodicals; Primary Education; *Reading Aloud to Others; *Reading Instruction; Reading Material Selection; Teaching Methods; Whole Language Approach
IDENTIFIERS- Emergent Literacy; *Expository Text; *Narrative Text

Providing young children with a better balance between narrative and expository text makes sense. Initially, children develop fluency through familiar narrative structures and themes. As the children achieve read ng fluency, however, they benefit from increased exposure to expository text. Supporting this thrust are varied approaches and resources, including installing a classroom library, reading aloud, and using magazines. Maintaining a balance of narration and exposition also means not overdoing one type of text to the deemphasis or preclusion of the other, regardless of the teaching-learning context. The challenge to educators, especially those supporting a whole language philosophy, is to encourage a balance of discourse types as children engage in authentic literacy events throughout the school year. (RS)

ED 317 984 CS 010 034

Vye, Nancy J.; And Others
The Effects of Anchored Instruction for Teaching Social Studies: Enhancing Comprehension of Setting Information.
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 15-21, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Classroom Research; *Content Area Writing; *Curriculum Development; Educational Research; Grade 5; *Integrated Curriculum; Intermediate Grades; *Multimedia Instruction; *Social Studies; Story Reading; Teaching Methods; Writing Skills
IDENTIFIERS- *Anchored Instruction; *Knowledge Acquisition
A study examined an experimental curriculum developed to enhance students' literacy and social studies skills. Videodisc and text materials (the films "Young Sherlock Holmes" and "Oliver" and stories by Charles Dickens and Conan Doyle) were used to create a "macrocontext" for learning. The curriculum evaluation project spanned a three-year period; findings reported here were collected during the second and third years. During the second year, two classes of students participated. Students were assigned to either an experimental or comparison group with classes taught by the project staff. During the third year, three classes of fifth-grade students participated in the study and were taught by regular classroom teachers. Results from the second year indicated that integrated instruction using macrocontexts had the greatest benefit on lower achieving students. The results of the average students indicated that there may be greater forgetting for students taught using a traditional approach than for students using a macrocontextual approach. Results from the third year indicated that the effects are replicable across teachers and from experimental to field settings. Students in each of the three classes showed significant increases in their knowledge of the time period. Results indicated that macrocontext instruction is

relatively more effective than traditional instruction in helping at-risk students learn social studies content, and macrocontext instruction is generally more effective in promoting long-term retention of this information. Results of the inference data provided preliminary evidence that knowledge from one domain is accessible for solving problems in another domain. (Three tables of data are included.) (MG)

ED 317 670 CE 054 086

Parsons, Donald O.
The Firm's Decision To Train. Background Paper No. 6.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 42p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4785-75-041-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Corporate Education; Decision Making; Educational Improvement; Educational Needs; Education Work Relationship; Employer Attitudes; *Employment Practices; *Human Capital; *Labor Economics; Labor Needs; Models; *On the Job Training; *Policy Formation; Postsecondary Education; Public Policy; School Business Relationship

This paper provides a critical review of economic models of employers' decisions to train workers: what training is undertaken, where it is undertaken, and who finances it. The focus of the review is on the provision of job training to workers with no unusual training problems. The first two sections consider the nature of on-the-job training more precisely, emphasizing the role of the firm in the supply of on-the-job training opportunities. Two alternative models of on-the-job training are considered and a few implications for the efficient supply of training services are derived. In section 3, a basic investment model of on-the-job training is developed, forming the analytical structure that will be used to frame the discussions to follow. The economic logic of this human capital paradigm is discussed at length because of its central role in forming the economist's conception of this market. In section 4, conditions under which the free market generates an efficient amount of on-the-job training are outlined. The discussion then proceeds to the important issue of why this market may fail to yield efficient results, most prominently the financing problem. The relationship of human capital finance to the deeper issue of property rights structures is explored. Analyses of

variations on this fundamental problem comprise much of the remainder of this review, including the policy discussion of the final section. The potential for an alternative supply mechanism, employer training cooperatives, is critically examined. The final section considers ways in which the government can encourage the more efficient provision of on-the-job training. (37 references) (KC)

ED 317 683 CE 054 099

Cox, James C.; Oaxaca, Ronald L.
Unemployment Insurance: The Worker's Perspective. Background Paper No. 16.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 37p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4766-75-019-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Employment; Fringe Benefits; Job Layoff; *Job Search Methods; *Labor Economics; Labor Force Nonparticipants; Labor Market; Research Design; *Research Problems; *Unemployment; *Unemployment Insurance; *Workers Compensation
Regardless of the techniques, model specifications, time periods, and data sets used, studies on the effects of unemployment insurance (UI) benefits on the duration of unemployment of individuals all indicate that UI prolongs spells of unemployment and lowers employment among its recipients. Unfortunately, the magnitudes of these estimated effects vary more than one would like. The single best estimate is that a 20 percent rise in weekly benefit amount for a UI claimant with a wage replacement ratio of 0.5 would increase the duration of his or her spell of unemployment by about a week. Another source of work disincentives is the maximum potential duration of UI benefits. Given the range of estimates in the literature, a best guess is that an additional week of duration increases a spell of unemployment by no more than 0.5 weeks. The evidence thus far shows that benefits extended beyond the exhaustion of regular UI benefits has very small negative effects on employment. One can find no compelling evidence in support of the proposition that UI increases wages by providing time for better job matches to be made and that, therefore, UI increases job stability. However, those effects may exist. They may simply have not been measured yet, due to significant data problems. Virtually all the studies on the effects of UI are limited in that they are not experimental. Future studies should include examination of the effects of UI on post-unemployment earnings, on the quality of post-unemployment job matches, and on job search intensity. (The document contains 24 references.) (CML)

ED 317 736 CE 054 437

Education Programs in the Department of Defense.
Office of the Assistant Secretary of Defense for Force Management and Personnel (DOD), Washington, DC.
PUB DATE- Jan 90
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Education; Certification; Elementary Secondary Education; Engineering; English (Second Language); Higher Education; High School Equivalency Programs; Medical Education; *Military Personnel; Military Schools; Military Science; Military Service; *Military Training; Nontraditional Education; *Officer Personnel; Professional Development; Professional Education
IDENTIFIERS- *Department of Defense; *Dependents Schools

A guide to an extensive range of education programs offered by the Department of Defense is presented. K-12 school systems overseas and in the United States make it possible for children to attend school around the world. Voluntary Education programs generate nearly 700,000 undergraduate and graduate-level college enrollments by military services members taking courses on their own time. Through an extensive network of institutions, classroom education is delivered to more than 475 installations around the world. The Defense Activity for Non-Traditional Education Support (DANTES) program allows members to earn college credits for college-level learning that takes place outside the classroom. High school completion programs, functional/basic skills, English as a second language, and vocational/professional certification examinations are provided. The Reserve Officers' Training Corps (ROTC) program of Army, Navy, and Air Force units at over 500 public and private colleges and universities produces a majority of the commissioned officers for the military services. The Military Service Academies offer 4-year college programs leading to a Bachelor of Science degree. The Professional Development Education program includes study at civilian and military institutions for senior enlisted members and officers encompassing broad professional goals in such areas as military science, engineering, health sciences, and management. (CML)

ED 317 749 CE 054 487

Arger, Geoff
Vietnamese Peoples Open University (VIPOU). Report on a Consultancy to the Department of Distance Education, Ministry of Higher Education, SR Vietnam.
PUB DATE- 89
NOTE- 19p.
AVAILABLE FROM- Distance Education Centre, University of New England, Armidale, New South Wales 2351, Australia.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audiovisual Instruction; *Distance Education; Educational Cooperation; Educational Media; *Educational Planning; Foreign Countries; *International Educational Exchange; *Material Development; Nontraditional Education; *Open Universities; Telecourses
IDENTIFIERS- *Vietnam
A decision to establish a Vietnamese People's Open University (VIPOU) was made in 1988. This report is the result of a visit to Vietnam by a consultant who was asked to make an initial survey, report on the implications of the decision, and distribute the report. The report includes five sections and four appendices. Section 1 describes the tasks designated for the consultancy. Section 2 provides the itinerary and schedule for the consultancy. Section 3 describes the background of the distance education system in Vietnam. Section 4 describes the establishment of the VIPOU. Section 5 presents 9 recommendations, including establishing an overseas coordinating center in a country with direct online communication and diplomatic links with Hanoi; seeking financial support from international bodies, national development and aid agencies, and distance education institutions; establishing an institutional plan with a detailed needs analysis in 1989 for establishing a self-funding VIPOU; seeking support for a workshop on distance education techniques for VIPOU staff in order to create a group familiar with distance education techniques used internationally; seeking assistance for the purchase and installation by 1990 of an audiovisual production studio in Hanoi; training audiovisual technicians; seeking international support for written support material and equipment for provincial and industrial distance education centers; establishing professional contacts with overseas distance education institutions; and requesting scholarships for distance educators. The appendices list the consultant's interviews, describe the distance education centers visited, provide distance education statistics, and list needed audiovisual equipment. (CML)

ED 317 761 CE 054 499

VanHorn, Barbara Hart; And Others
Planning Adult Literacy Services. Options for Library Involvement.
Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.
SPONS. AGENCY- Pennsylvania State Library, Harrisburg.
PUB DATE- Oct 87
NOTE- 79p.
AVAILABLE FROM- Institute for the Study of Adult Literacy, Pennsylvania State University, 204 Calder Way, Suite 209, University Park, PA 16801.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Advocacy; Basic Skills; Functional Literacy; Libraries; Library Collections; Library Facilities; *Library Services; *Literacy Education; *Program Development; Program Evaluation; *Program Implementation; Referral
IDENTIFIERS- *Pennsylvania
The result of interviews with literacy coordinators and library directors of literacy programs in representative libraries throughout Pennsylvania, this document encourages local libraries to develop adult literacy activities as an integral component of basic library service and provides program planners with guidelines and suggestions for designing and implementing such services for low-literate adults. The document begins with a glossary and responses to questions regarding how illiteracy affects adults, how literacy services can help illiterate adults, and why public libraries should become involved in adult literacy. The next section defines literacy, describes adult literacy services

available in libraries, and predicts future trends of library involvement. Literacy program planning is taken up next, including needs assessment, setting goals and objectives, financing and fund raising, writing proposals, program management, public relations, and program evaluation. The next section outlines several options for library involvement, including providing facilities and equipment, acting as advocates for adult literacy programs, referring potential tutors and students to other literacy providers, managing and developing portions of the collections that are of use to tutors and students in adult programs, and developing library-based literacy programs. The next section describes the keys to program success as commitment, program planning, communication, and cooperation-collaboration. The document concludes with a list of resources containing the names and addresses of Pennsylvania and national organizations, newsletters, and clearinghouses, a 49-item bibliography, a fact sheet about adult literacy in Pennsylvania, and a list of questions asked of librarians in the preparation of this manual. (CML)

ED 317 828 CE 054 688

Smith, Clifton L.; And Others
Fundamentals of Marketing Core Curriculum. Test Items and Assessment Techniques.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jun 89
NOTE- 358p.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (core curriculum, order no. 80-1041-I: $5.25; test items, $13.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Skills; Competency Based Education; *Core Curriculum; Distributive Education; Economics; Employment Potential; Evaluation Methods; *Interpersonal Competence; *Marketing; *Merchandising; Occupational Information; Postsecondary Education; *Promotion (Occupational); Salesmanship; Secondary Education; *Student Evaluation; Test Items

This document contains multiple choice test items and assessment techniques for Missouri's fundamentals of marketing core curriculum. The core curriculum is divided into these nine occupational duties: (1) communications in marketing; (2) economics and marketing; (3) employment and advancement; (4) human relations in marketing; (5) marketing operations; (6) market planning; (7) physical distribution; (8) sales promotion; and (9) selling. Tasks under each duty contain coded references to a list of 11 textbooks. The core curriculum duty and competency addressed by each test item and assessment technique is identified. Correct answers to the test items are marked with an asterisk. Among the assessment techniques are role play; oral presentations; debates; business writing

exercises; graphing; case studies; matching exercises; written reports; true or false questions; fill-in-the-blank questions; games; and crossword puzzles and word-search activities. A key or assessment rating sheet accompanies every assessment technique. (CML)

ED 317 841 CE 054 713

Hartley, Robyn
The Social Costs of Inadequate Literacy. A Report for International Literacy Year.
Australian Inst. of Family Studies, Melbourne.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
REPORT NO.- ISBN-0-644-10734-0
PUB DATE- 89
NOTE- 75p.; Report commissioned by the International Literacy Year Secretariat.
AVAILABLE FROM- AGPS Press, Australian Government Printing Service, GPO Box 84, Canberra, Australian Capital Territory 2601.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Citizenship; Criminals; *Economically Disadvantaged; *Education Work Relationship; Equal Education; Family Relationship; Foreign Countries; Health Promotion; *Illiteracy; Literacy Education; Program Effectiveness; *Reading Failure; *Socioeconomic Influences; *Welfare Recipients
IDENTIFIERS- *Australia
The inadequate literacy skills of some individuals in Australia: (1) restrict their ability to exercise informed citizenship, participate in their local communities, and use their abilities and talents; (2) damage their development as autonomous, competent, and confident individuals within families; (3) may be repeated in successive generations, perpetuating disadvantage and social costs; (4) restrict their access to general preventive health information, causing individuals' health and the health of their children to suffer; (5) place at risk their rights as consumers, resulting in the individuals' exclusion from some areas entirely; (6) diminish the individuals' potential for economic growth, which affects the flexibility and efficiency of industry, restricts personal advancement and the ability to transfer across jobs, decreases initial and later employability, and increases the potential for industrial accidents and occupational health and safety problems; (7) contribute to a complex of factors that may lead to crime; and (8) increase the likelihood that the individuals become social welfare recipients. The concept of "official languages" contributes to the problem of inadequate literacy skills and to powerlessness. The two factors that appear crucial in reducing the costs of inadequate literacy skills are: (1) increasing public awareness and education regarding literacy; and (2) providing opportunities for learning that are diverse, based on a broad understanding of literacy, and based on principles of equity. (The document includes 61 references.) (CML)

ED 317 868 CE 054 773

Seeking Direction for Vocational and Technical Education in the 1990s. Report of Fiscal Years 1986-88.
Sheppard Pratt National Center for Human Development, Baltimore, MD.
PUB DATE- Jan 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advisory Committees; Articulation (Education); Demonstration Programs; Disabilities; Economic Development; Educational Finance; Educational Planning; Educational Policy; Integrated Curriculum; Management Information Systems; *Marketing; Postsecondary Education; *School Business Relationship; Secondary Education; *Student Recruitment; *Vocational Education
IDENTIFIERS- *Montana

In its first three sections, this report lists members of the Montana Council on Vocational Education, describes the council structure, identifies its purpose, and outlines its duties and responsibilities. Section 4 describes the activities of three standing committees: policy and planning; evaluation and employment; and coordination and communication. Section 5 describes three public hearings conducted by the council: Vocational Education--A Cooperative Effort, held in 1985 and 1986; Impact of High School Graduation Requirements on Vocational Education Programs, held in 1987; and Assessing Vocational Education Needs, held in 1988. Section 6 describes two conferences co-sponsored by the council: economic development in 1986 and preparing for the nineties in 1988. Section 7 provides the council recommendations for the planning period 1986-1988 in the following areas: economic development, funding, articulation, data collection system, advisory councils, request for proposals modifications; apprising students of vocational education offerings, model programs for the handicapped, technical committees, linkages with the private sector, curriculum, secondary vocational education task force, balance between vocational education and academic education, coordination, marketing, representation of vocational education on boards, a center for vocational education, and exemplary coordination project. (CML)

ED 317 881 CG 022 389

Guerra, Michael J.; And Others
The Heart of the Matter: Effects of Catholic High Schools on Student Values, Beliefs and Behaviors.
National Catholic Educational Association, Washington, D.C.
REPORT NO.- ISBN-1-55833-044-5
PUB DATE- 90
NOTE- 50p.
AVAILABLE FROM- National Catholic Educational Association, Publications Sales Office, Suite 100, 1077 30th Street, N.W., Washington, DC 20007-3852.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Reports - Research/Technical (143)
DESCRIPTORS- *Catholic Schools; Comparative Analysis; High Schools; *High School Seniors; Public Schools; Religion; *School Effectiveness; Self Concept; Sex Differences; *Social Values; *Student Attitudes; Trend Analysis
This report begins with a review of the literature concerning the effectiveness of Catholic high schools. It then presents new information based on an analysis of the annual nationwide "Monitoring the Future" survey of high school seniors. The survey analysis examines differences between Catholic seniors attending Catholic high schools and those enrolled in public high schools in the areas of social values, educational values, concern for people, at-risk behaviors, perceptions of self, and religiousness. The report examines gender differences, school differences, and 10-year trends in the responses of seniors in Catholic high schools. It discusses the independent effects of various background variables and schooling on a variety of non-academic outcome variables. It concludes that Catholic schooling, over and above other factors, has a significant and positive effect on student attitudes about militarism, marriage, educational aspiration, likelihood of cutting school, concern for others, frequency of church attendance, and the importance of religion. Catholic high school seniors are described as having somewhat less positive attitudes toward school, an effect that may be due to more rigorous academic demands in Catholic high schools. Other major influences on outcome variables are considered. The report concludes with a discussion of possible explanations for these differences. (Author/NB)

ED 317 909 CG 022 423

Kelly, Eugene W., Jr.; Shilo, Amy Muchnik
Social Commitment and Individualism in Counseling: Theory, Research, and Practice.
PUB DATE- 18 Mar 90
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association of Counseling and Development (Cincinnati, OH, March 16-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Objectives; *Counseling Techniques; *Counseling Theories; Counselor Attitudes; Counselors; Ethics; *Individualism; Interpersonal Relationship; *Research and Development; *Social Responsibility; Social Values; *Theory Practice Relationship

Previous research has reported that a pervasive individualism undermines social commitment in American life. This research also found evidence of a counseling attitude which reinforces individualism contrary to social commitment. This study examined counseling and individualism from three perspectives: the philosophical foundations of counseling, the ethical orientation of counseling, and the goals of counseling. The study consisted of two separate research projects. The first line of research, an examination of the goals of counseling as presented in major psychotherapeutic theories, indicated that self-determined self-fulfillment of the individual was perhaps the prominent value in counseling, although interpersonal and social responsibility were also clearly and strongly affirmed in counseling. The second line of research asked how clients would react in actuality to the social commitment as compared to the individualistic orientation; for this study, a roleplay of a marriage problem with children was created with separate outlines for individualist and social commitment counseling approached to the problem. Four student counselors were trained in the two approaches and both approaches were offered to 26 actor-clients. Counselors' behaviors and characteristics were evaluated by the actor-clients. As between the social commitment treatment and the individualistic treatment, the results indicated that subject-clients' perceptions of counselors' characteristics and behaviors were not significantly different. A reasonable inference from these empirical findings is that clients do not perceive counselors using a social commitment emphasis as having behaviors and characteristics contrary to their individual welfare. (ABL)

ED 317 937 CG 022 456

Forsyth, John P.; And Others
Attribution and Eating Disorders: An Investigation of the Attribution Styles of College Women.
PUB DATE- Mar 89
NOTE- 21p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (60th, Boston, MA, March 30-April 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anorexia Nervosa; Attitude Measures; *Attribution Theory; *Bulimia; College Students; *Eating Habits; *Emotional Disturbances; Females; Higher Education; Locus of Control; Personality Measures
IDENTIFIERS- Eating Disorder Attribution Style Scale; Eating Disorder Inventory
Current research on eating disorders places considerable emphasis upon cognitive components of those disorders. The possibility of a specific eating disorder attributional style is suggested by attributional analyses of clinical depression. This study was conducted to examine attributional style and eating disorders among 55 college women who completed the Eating Disorder Inventory (EDI) and a newly-created Eating Disorder Attribution Style Scale (EDASS) which assessed attributions to interpersonal and noninterpersonal success and failure scenarios on four attribution dimensions: locus of control, controllability, globality, and intensity. Results of a Pearson-product correlational analysis showed some relationship between attribution ratings on the EDASS and scores on the EDI, supporting a possible connection between eating disorders and a

distinct attributional style. Furthermore, it appears that success and failure, rather than interpersonal and noninterpersonal situations, account for the differences in attributional ratings on the EDASS. Results are interpreted with caution because of the lack of a true clinical sample of eating-disordered women. References are included. (Author/NB)

ED 318 014 CS 212 300

Boomer, Paul
The Reader's Notebook: A Tool for Thinking with Writing.
PUB DATE- 23 Mar 90
NOTE- 21p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Critical Reading; *Free Writing; *Freshman Composition; Higher Education; *Literature Appreciation; Student Writing Models; Teaching Methods; *Writing Assignments; *Writing Attitudes
IDENTIFIERS- Cather (Willa S); Hemingway (Ernest)
Combining freshman composition and introduction to literature courses can make students active participants in what they read. In one course, students were instructed to read a literary work for a class. When the class met, the students were to write the name of the assigned story, the author, and anything they wanted to write about the story. Students wrote freely for 10 minutes, then were to write a summation sentence and participate in a discussion of what they had written. Following the next reading assignment, students were to write about the material at home, then in class, and a third time following a class discussion. By the third writing the students began to develop a fairly sophisticated understanding of what they had read. For subsequent reading assignments, students went through the three stages on their own. The technique aided understanding of the readings; some students reported that they were even applying the methods in other classes. (An appendix contains samples of writing on Cather and Hemingway stories from student notebooks.) (SG)

ED 317 801 CE 054 611

Stefanov, Michael J.
New Technologies, Labour Organization, Qualification, Structures and Vocational Training in Bulgaria.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-826-1133-7
PUB DATE- 90
NOTE- 122p.; For a related document, see CE 054 612.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-58-90-126-EN-C: 7 European Currency Units).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; Educational Needs; *Educational Practices; *Educational Trends; Education Work Relationship; Employment Qualifications; Foreign Countries; Futures (of Society); *Job Training; Labor Force; Postsecondary Education; Secondary Education; *Technological Advancement; *Vocational Education
IDENTIFIERS- *Bulgaria
This study describes the development, current status, perspectives, and basic problems of the Bulgarian vocational training system and the integration of young people in Bulgaria into working life. It is based on an analysis of regulatory documents, analytical publications, statistics, and sociological data. The report is organized in four sections. The first section profiles new technologies, labor organizations, qualification structures, and vocational training in Bulgaria, providing historical background. The second section describes the Bulgarian education system, including its structure, the relationship between education and scientific-technological progress, and the regulatory framework. Some of the programs described are full-time education, evening classes, unified secondary polytechnical school, specialized secondary vocational schools, specialized secondary vocational-technical schools, postsecondary vocational schools, enterprise-based courses, and vocational training centers, schools, and courses. Higher education is also described. The third section describes some specific features of the process of education and vocational training related to the introduction of new technologies in Bulgaria. Problem areas in education and vocational training are profiled in the final section, with special emphasis on organization, career choice, training, and use of new technologies. Institutions concerned with the management and research of vocational training in Bulgaria are listed. Forty-four references (endnotes) and 21 data tables are included. (KC)

ED 317 855 CE 054 737

Myth #1: There Is an Epidemic of Illiteracy in American Society.
Education Writers Association, Washington, DC.; Institute for Educational Leadership, Washington, D.C.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- Sep 87
NOTE- 5p.; For related documents, see CE 054 736-748.
AVAILABLE FROM- Education Writers Association, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; *Definitions; *Functional Literacy; *Literacy Education; Policy Formation; *Reading Achievement
IDENTIFIERS- National Assessment of Educational Progress; *Workplace Literacy
Since colonial times, definitions and estimates of illiteracy in the United States have been debated. The Census Bureau's major indicator is number of years of schooling completed. However, average grade-level attainment is high, whereas estimates of levels of reading ability remain low. In addition, these measures are inadequate for adults. A National Assessment of Educational Progress study concluded that although young adults could read and write, too many perform at low levels of proficiency. Increasingly complex definitions of literacy are accompanied by rising literacy standards, although some argue against a national standard definition, because literacy may have different connotations depending on the setting. Particularly in the workplace, the definition of literacy should be expanded beyond reading and writing to include a continuum of interrelated reasoning and communication skills. (Addresses and telephone numbers are provided for nine people who are sources for definitions of literacy. Three additional sources of information--the Division of Higher Education and Adult Learning, U.S. Department of Education; Library Programs of the U.S. Department of Education, and the Reading Reform Foundation--are listed.) (CML)

ED 317 924 CG 022 443

Substance Abuse: Partnerships & Programs.
Access, The Education Clearinghouse for Economic Development, Tallahassee, FL.; Florida State Dept. of Education, Tallahassee.
PUB DATE- 88
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Dropout Prevention; Elementary Secondary Education; *National Programs; Postsecondary Education; *State Programs; *Substance Abuse
IDENTIFIERS- Florida; *Partnerships

Partnership activities and programs relating to substance abuse are compiled in this document. Emphasis is placed on activities in Florida, although there are some national organizations and programs highlighted in the report. The report is intended to provide the reader with an awareness of the different ways partnerships are being used in dropout prevention activities. Contact information for those persons who can furnish more in-depth information on each of the activities has been included. Information on partnership activities occurring in Florida's school districts was obtained through a survey effort conducted during the spring of 1988. Other partnership activities were obtained from Florida's First Annual Commissioner of Education's Business Recognition Program entries and other brochures, newsletters, and reports. These categories are included: (1) national substance abuse organizations and activities; (2) national private sector substance abuse initiatives and partnership activities; (3) Florida organizations with substance abuse activities; (4) Florida substance abuse partnerships; (5) Florida postsecondary institutions' substance abuse programs and partnerships activities; and (6) Florida school districts' selected substance abuse programs and partnerships activities. Resources and references are listed. (ABL)

ED 317 953 CS 010 000

Nelson, Laurie

The Influence of Phonics Instruction on Spelling Progress.
PUB DATE- Nov 89
NOTE- 19p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Developmental Stages; Grade 1; Kindergarten Children; *Phonics; Primary Education; Reading Instruction; *Spelling; Spelling Instruction; Vowels
IDENTIFIERS- *Spelling Growth; Spelling Patterns

A study explored the possibility of instructional influence on children's passage along a developmental spelling continuum. The spelling of a group of 28 children who received intensive phonics instruction their kindergarten year was contrasted with the spelling of 24 first-grade children instructed in word-based materials. Subjects were initially equated on the basis of several measures of early reading ability, including a spelling measure. Subsequently, only those children in the phonetic spelling stage were included in the analysis. Results indicated a trend toward accelerated correct short vowel spelling with consequences for long vowel spellings on the part of phonics-instructed kindergartners. The significant results raised three issues: (1) what was proposed as a "natural" developmental sequence may be heavily supported by how children typically learn to read; (2) the specific instructional influence shown may be less interesting than the general phenomenon that instruction can delimit how children learn words; and (3) the basic tenets of Charles Read and Edmund Henderson's work (Read, 1971; Henderson, 1980) seem unshaken by this evidence. In this way the results of the study potentially replicate the developmental spelling scheme. (One figure and one table of data are included; 15 references are attached.) (MG)

ED 317 969 CS 010 017

Gegen, Louis
Increasing the Reading Achievement of First Graders through School Psychologist, Teacher, Parent and Peer Collaboration.
PUB DATE- 90
NOTE- 155p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Beginning Reading; Counselor Teacher Cooperation; *Cross Age Teaching; Early Intervention; Grade 1; Grade 5; Parent Participation; Peer Teaching; Primary Education; *Reading Difficulties; *Reading Improvement; Reading Instruction; *Reading Strategies; School Psychologists
IDENTIFIERS- *Collaborative Teaching; Florida
To increase the reading achievement of a group of first grade students expected to experience reading difficulties during their first grade year, a practicum study involved the collaboration of a school psychologist with teachers, parents, and fifth graders (in cross age tutoring) to provide services emphasizing holistic, literature-based approaches directly to first graders. Twelve first grade students from a basically rural community in Florida participated in the year-long program of weekly interventions involving assessment of instant word recognition from students' basals, reading aloud, writing activities, and high-interest, low-level take-home books, with the school psychologist and with fifth grade tutors. Regular contact with teachers and parents was maintained to monitor students' progress and discuss strategies for reading skill improvement. Results suggest that the goal of the practicum was partially achieved. (Two tables of data are included. Forty-five references and six appendixes, containing examples of practicum materials and lists of books used, are attached.) (SR)

ED 317 999 CS 212 282

Pytlik, Betty P.
Collaborative Learning in a Teacher Training Class: A Case Study of a Teacher-Researcher's Experience.
PUB DATE- Mar 90
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990). Funded by a grant from the Ohio University Research Committee.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Cooperation; *Cooperative Learning; Educational Research; Group Activities; Group Discussion; Higher Education; High Schools; *Journal Writing; Preservice Teacher Education; Student Journals; Teaching Methods
IDENTIFIERS- *Collaborative Learning; Teacher Researchers
A study was conducted to determine what kinds of references to cooperative activities or collaboration appeared in the journals kept by students in a graduate methods course on the teaching of writing and if there were difference in the references made by two new teaching assistants and two experienced high school teachers. New teachers wrote their reactions to articles, class activities, and outside readings in journals. They also related what they were learning in the methods course to what they were doing and observing in other graduate classes and in the freshman composition classes they taught. Journals were collected every three weeks and their comments were responded to by the teacher-researcher. Journal entries were coded by type of activity, participants, and setting, in or out of class. Analysis of journal entries found 10 types of cooperative activities: conferences, discussions, games, journal exchanges, peer review, planning for class, professional activities, reflections on cooperative activities and collaboration, other responses to pieces of writing, and other group activities. Results indicated that (1) the four teachers' interest and involvement in cooperative activities and collaboration differed substantially; (2) not all types of activities were equally represented in the journals; (3) the participants in cooperative activities were typically teachers; (4) the journals revealed a great variety in the kinds of references teachers made to cooperative activities; and (5) there were striking differences in the kind of references to activities made by the visiting high school teachers and the new teachers. (One table is included.) (MG)

ED 317 658 CE 053 750

Know Before You Go! Utah's Off-Highway Vehicle Education Student Workbook.

Utah State Dept. of Natural Resources, Salt Lake City. Div. of Parks and Recreation.

PUB DATE- 88

NOTE- 85p.

AVAILABLE FROM- Utah Division of Parks and Recreation, 1636 West North Temple, #116, Salt Lake City, UT 84116-3156 (free).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Accident Prevention; *Driver Education; *Motor Vehicles; *Outdoor Activities; Recreational Activities; *Safety Education; *Traffic Safety

IDENTIFIERS- *Off Highway Vehicles; Snowmobiles; *Utah

This document is intended to teach the riders of off-highway vehicles (OHVs) how to ride safely and legally on Utah's public lands and how to take care of the places in which they ride. OHVs are all-terrain vehicles (ATVs), off-highway motorcycles, and snowmobiles. Receiving a passing grade on the final test and in an associated course on driving skills results in an education certificate from the Utah Division of Parks and Recreation. The first eight chapters of the workbook are called the pre-ride module and are a general introduction to all OHVs. These chapters explain the types of OHVs, what parents should consider when deciding whether to permit their child to ride an OHV, applicable laws and responsibilities, environmental awareness, safety equipment, getting ready to ride, being in control, and survival emergencies. Separate modules cover skills and information particular to ATVs, snowmobiles, and off-highway motorcycles. A short multiple-choice quiz follows every module. A glossary, answer key for the quizzes, and a six-item bibliography conclude the publication. (CML)

ED 317 697 CE 054 113

Hartmann, Heidi; Lapidus, June
Temporary Work. Background Paper No. 29b.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 51p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4792-75-049-04
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Employees; *Employer Employee Relationship; *Fringe Benefits; Human Factors Engineering; Job Development; Labor Conditions; Morale; Organizational Climate; *Personnel Policy; *Quality of Working Life; Scope of Bargaining; Unions; *Work Environment
IDENTIFIERS- *Temporary Employment

The policy options offered in the literature concerning temporary work address two major concerns: (1) the conditions of temporary work itself; and (2) the elimination of fulltime jobs, or lack of growth, and their replacement by temporary work. Both temporary help firms and the organizations that use temporary help should be required to report on the number, type, and duration of temporary help assignments. The quantity of temporary work could be regulated more directly, much as home work is done in some industries. The number of temporary workers could be limited to a proportion of the employer's work force in the regular payroll. In order to improve the quality of work life and worker morale, temporary workers should be included in bargaining units at their client employers, they should be covered by collective agreements already in place, unemployment insurance coverage should be improved for temporary workers, and client employers could be required to give temporary employees automatic access to their benefits after a certain period of time. One alternative to relying on temporary workers may be employers' increased reliance on overtime for secretarial and clerical jobs. It would be useful for employers to keep in mind that little about work arrangements is technologically determined, but much is determined by custom and tradition that require careful scrutiny. (The document contains 2 tables, 4 figures, and 43 references.) (CML)

ED 317 711 CE 054 127

Cappelli, H. Peter
The Role of Unions in Improving Workforce Quality, Labor Market Efficiency and Effective Employee Management. Background Paper No. 42.
SPONS. AGENCY- Department of Education, Washington, DC.; Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 38p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Corporate Education; *Education Work Relationship; *Employer Employee Relationship; *Employers; Fringe Benefits; Incentives; *Job Training; *Labor Education; Labor Force; Labor Relations; Personnel Management; Productivity; Scope of Bargaining; Skilled Occupations; Union Members; *Unions; Wages; Work Environment

Relatively little is known about how unions affect employers because of a lack of data and research at the level of the firm. The little evidence available suggests that the effects are complex and go well beyond the effects associated with higher wages. In particular, a better understanding of the role that unions play in providing training and greater attachment to the employer is needed. To the extent that public policy decisions make it more difficult for unions to organize employees, they reduce the competition that nonunion employers feel and reduce the incentives for these firms to maintain good human resource practices. Public policy decisions that make it more difficult for unions that provide extensive training, such as in the skilled trades, to retain their members may eventually make it impossible for those unions to provide training because they will be unable to recoup the costs through dues. Recommendations include (1) research at the firm level that will investigate the mechanisms through which union coverage affects the management of workers and the behavior of the organization as a whole; (2) consideration of costs in policy decision making; (3) unions as active partners in government training programs, especially for displaced workers; (4) where unions represent occupations where skills are general and employers therefore have no incentive to provide training, encouragement of union participation in training and more government training grants for that purpose. (51 references) (CML)

ED 317 724 CE 054 396

The Working Teenager. For the Working Citizen Module of Introduction to Occupations.
New York State AFL-CIO, Albany.
PUB DATE- 89
NOTE- 69p.; For the Working Citizen Module, see CE 054 380. Prepared by the Labor Legacy Committee of the New York State AFL-CIO, NYS Building and Construction Trades Council, NYS Commission on the Bicentennial of the U.S. Constitution, NYS Department of Education, NYS Department of Labor, NYS Occupational Information Coordinating Committee, NYS United Teachers, and NYS Workers' Compensation Board.
AVAILABLE FROM- New York State AFL-CIO, 100 South Swan Street, Albany, NY 12210.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescents; *Employer Attitudes; Employer Employee Relationship; Employers; *Employment; *Employment Practices; Fringe Benefits; Grievance Procedures; *Labor Legislation; Labor Relations; Secondary Education; *State Legislation; State Programs; Unemployment Insurance; Unions; Wages; Work Environment; Workers Compensation; Work Experience
IDENTIFIERS- *New York

This curriculum guide was prepared for use in an introductory occupations course required of all New York State students taking a sequence in vocational education. Compiled by a partnership that included organized labor, the curriculum guide is based on New York State law, but the concepts and approaches could be adapted for use in other states. The guide contains five lesson plans on working teenagers. The lessons cover worker rights; employment of minors and working papers; hours, minimum wage, payment of wages, and prohibited occupations; prevailing wage rates; and unemployment benefits and workers' compensation. Lessons contain short case studies, short-answer questions, information outlines, and case problems. A teaching guide at the back of the booklet outlines lessons, provides objectives, suggests activities, and reviews vocabulary. A quiz on the entire unit, with answer key, is included, and a set of transparencies consisting of various claims and application forms, organization charts, office location displays, wage schedules and hours charts, etc., is provided. (KC)

ED 317 737 CE 054 457

Tito, Maureen
Language by Demand: A Case for Vocational English in Second Language Teaching.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage. -
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Educational Needs; Immigrants; *Job Skills; Migrant Workers; *On the Job Training; Postsecondary Education; *Second Language Instruction; *Vocational English (Second Language)
IDENTIFIERS- *Workplace Literacy
Vocational English Second Language (VESL) programs have traditionally given immigrant, migrant, and refugee language learners access to employment. VESL programs provide not only the language input needed for learning specific job tasks but also address the sociocultural skills of language needed to negotiate in today's workplace. The demand for more specialized programs in the workplace has opened a new direction for VESL in this decade. VESL programs have been successful in providing functional language experiences in the classrooms or in training centers. Presently, there is a need to move beyond the training center and into the work site where functional language related to specific job tasks can be taught in the context of, rather than alongside, company training programs. VESL programs that work must consider four basic principles: (1) they must be employee centered; (2) they must include continued instruction in all four language skills (reading, writing, speaking, and listening); (3) they must integrate language use and company training concepts; and (4) they must be cost effective. VESL programs that work are dynamic. They must be flexible to meet the needs of each group of workers, and they can produce workers capable of meeting the demands of the English language on the job. (KC)

ED 317 774 CE 054 521

Evans, Karen; And Others
The In-Company Trainer of Young People in the United Kingdom.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-826-0640-6
PUB DATE- 89
NOTE- 123p.; For related documents, see CE 054 520 and CE 054 525-526.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-56-89-304-EN-C).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Adult Education; *Adult Educators; Codes of Ethics; Corporate Education; Education Work Relationship; Employer Attitudes; Foreign Countries; Industrial Training; *Job Analysis; Job Skills; Student Attitudes; Teacher Background; *Teacher Education; Teacher Role; *Trainers; Unions; Vocational Education; Vocational Training Centers; Young Adults
IDENTIFIERS- *Train the Trainer; *United Kingdom
This document describes the training of in-company trainers of young people in the United Kingdom (UK). Part 1 describes the context, including the focus and method of the UK study, the current situation for in-company training for young people, and the national context for training the trainers. Part 2 focuses on the following: characteristics, roles, and functions of in-company trainers of young people, views on attributes of trainers, training and development of in-company trainers of young people, provision of accredited training centers for in-company trainers, and the community dimension. Part 3 provides findings, conclusions, recommendations, and a summary of the project. A 24-item bibliography is included. Nine appendices provide a listing of companies and accredited training centers that cooperated in the research; interview schedules for training managers, trainers, trainees, and trade union representatives; the organization of training in selected companies; a summary of training for young people and for trainers in the companies; and the Code of Practice for Approved Training Organizations. (CML)

ED 317 815 CE 054 653

Hartman, Lonnie; Huston, Jane, Ed.
Basic Electronics.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 87
NOTE- 428p.; Document contains colored paper.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. 800801: $14.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Air Conditioning Equipment; *Appliance Repair; Auto Mechanics; Behavioral Objectives; Competency Based Education; Curriculum Guides; *Electrical Occupations; *Electric Batteries; Electric Circuits; *Electricity; *Electronics; *Electronic Technicians; Heating; Occupational Information; Secondary Education; *Semiconductor Devices; Trade and Industrial Education
The skills taught in these materials for a seven-unit course were those identified as necessary not only for entry-level electronic technicians but for those in other occupations as well, including appliance repair, heating and air conditioning, and auto mechanics. The seven units are on shop orientation and safety principles, introduction to direct current, circuitry, introduction to alternating current, circuit components, basic power supplies, and semiconductor devices. The first section is designed to teach teachers how to use the materials and includes an explanation of instructional elements, an instructional-task analysis for each unit, a seven-page glossary, and a list of 14 references. The instructional elements for the units include objectives, suggested activities, information sheets, transparency masters, assignment sheets, job sheets, tests, and test answers. Some elements, such as the information sheets, include diagrams and line drawings. (CML)

ED 317 882 CG 022 394

Families of the Mentally Disabled: Stresses and Needs When a Relative Returns Home.
New York State Council on Children and Families, Albany.
PUB DATE- 90
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Deinstitutionalization (of Disabled); *Family Caregivers; Family Characteristics; Individual Needs; *Mental Disorders; Stress Variables
IDENTIFIERS- *New York

As the inpatient population in New York State psychiatric centers declines, many mentally disabled persons are returned to their families. This study examined the needs of those individuals and their families after the client's discharge. Interviews were conducted with 116 individuals who had received services from a New York State adult psychiatric center, a significant other identified by each of these mentally disabled adults, and parents or family members of 38 children who received psychiatric services from a New York State Children's Psychiatric Center. The findings suggest that families of discharged mentally disabled individuals are placed under a great deal of stress when that individual returns home. Many of the families reported experiencing tension as a result of living with a mentally disabled relative. Several families noted that family life and social activities were restricted by the presence of the client. Aftercare services, received by 80% of the clients, did not appear to reduce the families' needs. Data analysis revealed that certain factors were indicative of which families were most at-risk of having several service problems when the client returned home; these factors included client's behavior and chronicity, marital client returned home: client's behavior and chronicity, marital status, and the presence of a second relative with mental illness. (Included in the report are summaries of major findings and recommendations, 13 tables, and 5 figures.) (NB)

ED 317 896 CG 022 409

La Fountain, Rebecca; Geoffroy, Kevin
The Efficacy of Parent Counseling and Support Groups on the Stress Levels, Self-Esteem and Degree of Coping of Parents of Developmentally Delayed or Handicapped Children Who Are Involved in an Infant Intervention Program.
PUB DATE- 90
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Coping; *Developmental Disabilities; *Group Counseling; *Infants; *Parents; Self Esteem; *Social Support Groups; Stress Variables

This study was conducted to investigate the effect that a parent support group and a counseling group had on the stress levels, self-esteem, and degree of coping of parents (N=48) of developmentally delayed or handicapped infants enrolled in an infant intervention program. It was hypothesized that, compared to parents in the control group, parents in both treatment groups would have lower stress levels, higher self-esteem, and higher coping scores. It was further hypothesized that the P subscale score (presently feel) on the Coping with Loss Scale would be significantly higher than the U subscale score (used to feel) for parents participating in the study. Parents in the support group (N=16), counseling group (N=16) and control group (N=16) completed the Coopersmith Self-Esteem Inventory, the Parenting Stress Index, and the Coping with Loss Scale. The results revealed no significant differences in self-esteem scores, stress scores, or coping scores between parents in the control group and those in treatment groups. The subscales of the Coping with Loss Scale proved to significantly discriminate between each other. (NB)

ED 318 015 CS 212 301

Haneline, Douglas
The Health Professional as Writer: Two Models for Integrating Writing into the Curricula of Baccalaureate Health Programs.
PUB DATE- Mar 90
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Skills; *Course Organization; *Curriculum Development; English Curriculum; *Health Programs; Higher Education; *Integrated Curriculum; Models; *Technical Writing; Writing Instruction
IDENTIFIERS- *Course Development; Ferris State University MI; Health Communication; *Program Characteristics; Program Objectives; Writing Functions
Current changes in health care professions requiring practitioners to have more and better communications skills are necessitating the integration of writing into the health curricula of higher education programs. At Ferris State University, a number of models (in Optometry, Dental Hygiene, Health Systems Management, Nursing, Pharmacy, Medical Record Administration, and Industrial and Environmental Health Management) co-exist for the inclusion of technical writing instruction in the health curricula. These models successfully employ (1) a close and supportive relationship between English and program faculty; (2) placement of the writing course as late as possible in the curriculum, i.e., the last quarter or semester prior to internship or employment; (3) course development that takes the actual nature of the profession's writing demands into account; (4) integration of assignment and grading responsibilities among writing teacher and program faculty; (5) consistent follow-up in the writing class, at the internship site, and among graduates of the program; and (6) writing teachers able and willing to cross a considerable cultural divide both in terms of academic culture and subject matter. (KEH)

ED 318 029 CS 212 316

Mulcaire, Terry; Grady, Frank
Composition and the Study of Popular Culture.
PUB DATE- Mar 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- College Instruction; *Critical Thinking; Cultural Awareness; *Cultural Context; *Freshman Composition; Higher Education; Instructional Innovation; Literary Genres; *Popular Culture; Reader Text Relationship; *Reading Writing Relationship; Thematic Approach
IDENTIFIERS- Bloom (Allan); *Composition Literature Relationship; Hirsch (E D); Literary Canon; University of California Berkeley
A required freshman English course at Berkeley was designed on the assumption that: (1) students have already developed a set of sophisticated skills for reading popular culture texts--movies, television, and commercial literary genres--against and in terms of one another; and (2) these skills are not categorically different from those inculcated by teachers of composition or used by literary critics. Juxtaposing popular and elite texts reveals their affiliations and similarities and produces critical insights into both that students are not afraid to own. The class syllabus reflected a horizontal model of culture (rather than a "high" culture vs. "low" culture vertical model), ranging from comic books to Shakespeare, and including several trips to the movies. Such courses could be built around a wide range of themes but would all thematize revision, require instructors to allow students to assert their authority over texts, and subordinate instructors' authority on matters of taste to their authority over questions of compositional technique. It is not the job of the academy to determine cultural standards or to hand down to an uncertainly appreciative audience a model constructed in institutional privacy. Rather, students should be taught to think critically about their own standards and everyone else's, and about the culture of which they are all a part. The practice of composition and the practice of studying culture amount to the same thing. (SR)

ED 317 671 CE 054 087

Brown, Charles
Empirical Evidence on Private Training. Background Paper No. 7a.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 29p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4759-75-011-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; *Corporate Education; Costs; *Data Collection; *Educational Practices; *Employment Practices; Labor Force Development; Labor Needs; *On the Job Training; Policy Formation; *Research Problems

Recent trends indicate increased interest in the education and training of the labor force. However, information in the extent of on-the-job training (OJT) is complicated by conceptual difficulties, such as the informal nature of much OJT, lack of reliable cost data on formal training, and the fact that many studies based on stratified samples lack weighting to a total population. Varying estimates of the numbers of workers to whom training is provided arise due to different approaches to measuring the types and duration of training, with few studies tracking trends over time. Studies of differences among types of workers trained lack consensus on whether male or female, union or nonunion workers receive more OJT. Generally, white, more educated, and full-time workers are trained more. No firm relationship between training and employer size has been determined. In some studies, minimum wage laws appear to constrain training. Overall, the lack of information seriously hampers the formation of policy. If concern about employer-sponsored training is likely to continue, systematic data collection is vital. (43 references) (SK)

ED 317 684 CE 054 100

Hamermesh, Daniel S.
Unemployment Insurance Financing, Short-Time Compensation, and Labor Demand. Background Paper No. 17.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 54p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4767-75-020-04
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Compensation (Remuneration); *Employment Patterns; *Federal Legislation; Federal State Relationship; Incentives; Job Layoff; Labor Force Nonparticipants; Labor Market; *Labor Needs; Labor Utilization; *Low Income Groups; *Taxes; Unemployment; *Unemployment Insurance; Workers Compensation
IDENTIFIERS- Federal Unemployment Tax Act 1936
Legislated and administrative changes in the unemployment insurance system during the 1980s probably reduced the program's detrimental effects on labor market efficiency. They did so without changing the nature of the federal-state relationship that makes the program so unusual. Regrettably, though, they hurt the labor market status of low-wage workers by greatly increasing the negative impact of unemployment insurance taxes on the demand for their labor. This inequitable and socially dangerous side effect of an otherwise desirable idea can be reversed if the following policy changes are adopted: (1) increase the Federal Unemployment Tax Act tax base in any year to equal the national average annual wage 2 years earlier; (2) increase maximum state unemployment insurance tax rates if the preceding proposed change is adopted; (3) require that minimum state unemployment insurance tax rates be zero; (4) require interest charges and payments on employers' accounts; (5) require

states to limit noncharged benefits to a small fraction of total benefits; and (6) provide more federal assistance to states that institute short-time compensation and otherwise encourage such programs through the Federal Unemployment Tax Act in order to induce employers to rely more on work-sharing and less on layoffs. The adoptions of these policy changes would, in addition, provide employers with increased incentives to spread work around rather than lay off employees, resulting in smaller employment fluctuations and a lower unemployment rate. (The document contains 8 tables and 49 references.) (CML)

ED 317 750 CE 054 488

Petty, Gregory C.; And Others
Employer Ratings of Vocational Education Graduate Effectiveness. A Research Study Exploring Business and Industry Employers' Perception of the Effectiveness of Secondary Vocational Education Programs in Tennessee. Research in Tennessee Secondary Vocational-Technical Education.
Tennessee Univ., Knoxville. Dept. of Technological and Adult Education.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- Aug 89
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Dropout Prevention; Dropouts; *Educational Attitudes; Educational Finance; *Education Work Relationship; *Employer Attitudes; *Entry Workers; Job Skills; Labor Needs; Program Improvement; *School Business Relationship; Secondary Education; State Programs; Tax Allocation; Taxes; Teacher Qualifications; *Vocational Education
IDENTIFIERS- *Tennessee
A study was conducted to determine the types of training and educational levels desired for entry-level employees in Tennessee and to obtain employer ratings of entry-level work skills for Tennessee vocational education graduates as compared to

nonvocational education graduates. Additionally, 61 Tennessee employers identified by school districts were asked their opinions about raising taxes to increase funding for vocational education. Information was collected through surveys mailed to a random sampling of businesses hiring recent vocational program graduates. Analysis of the data showed that, overall, business and industry and local communities are supportive of vocational education. Employers indicated that recent secondary vocational graduates had better entry-level work skills than recent graduates without vocational education. Employers were pleased with the job performance of recent vocational graduates; however, they do not support tax increases to increase vocational education funding. Employers suggested that more vocational education programs focus on preventing dropouts and that more work experience opportunities would help vocational education graduates. Employers also recommended that vocational education teachers should have subject-matter related work experience, a college degree, and a state license. Recommendations were made for educators to stress the importance of vocational education to all students, especially to potential dropouts. (Includes 31 references and the questionnaire.) (Author/KC)

ED 317 787 CE 054 575

Cassidy, William H.
Change Is in the Offing. New Opportunities for Secondary Vocational Education in the State of Maine. Concept Paper for the Commissioner's Task Force To Study Secondary Vocational Education in Maine. Revised Edition.
Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Adult and Secondary Vocational Education.
PUB DATE- 16 Oct 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitude Change; Delivery Systems; Educational Attitudes; *Educational Change; *Educational Improvement; *Educational Needs; Inservice Teacher Education; Secondary Education; *State Programs; State Standards; Teacher Certification; *Vocational Education
IDENTIFIERS- *Maine
Change is in the offing for the entire educational system in Maine, especially for the vocational education system. Observations about the present state of vocational education in the state are offered, and recommendations are made to improve the program. Recommendations include the following: (1) establishment of a comprehensive research section in the Bureau of Adult and Secondary Vocational Education to provide analytical data for use in evaluating existing programs and new initiatives; (2) creation of a program to support in-school youth and dropouts in attaining employment; (3) development of career education for all grade levels; (4) preparation of a plan to identify the inservice needs of vocational educators and develop strategies to address them; (5) establishment of standards to certify vocational teachers; (6) development of strategies to implement change in the delivery of secondary vocational education; (7) review of modes of delivery of vocational education with an eye toward needed changes; (8) change of the secondary vocational education system to a competency-based system; and (9) development of a new vocational education delivery system to meet the new needs of students. These recommendations are offered to provoke thought that will lead to new opportunities for Maine's secondary vocational education students. A list of 24 references is included. (KC)

ED 317 829 CE 054 689

de Wijs, Ruth, Ed.; Keijzer, Jose, Ed.
Education and Training for Unemployed Adults in the Mid-Life Years. Report of the Conference (Bonn, West Germany, November 23-27, 1987).
European Bureau of Adult Education, Amersfoort (Netherlands).; German Adult Education Association, Bonn (West Germany).
PUB DATE- Nov 87
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Career Counseling; Career Guidance; Comparative Education; Employment Potential; Foreign Countries; *Job Training; *Middle Aged Adults; Migrants; Minority Groups; *Retraining; Self Esteem; *Unemployment; *Womens Education
IDENTIFIERS- *European Community
Presentations and presenters include "What Are the Effects of Courses with Unemployed Adults in Their Mid-Life Years?" (Weinberg); "Combining Education and Training of Unemployed Adults " (Sellir); "The Changing Role of Adult Education in the Post-Industrial Society" (Jocher); "The REPLAN Programme in England and Wales--Part 1" (Uden); "The REPLAN Programme in England and Wales--Part 2" (Purdey); "New Challenges to Adult Education with Unemployed Women" (Oels); "Unemployed Migrant Workers at the Munich Volkshochschule" (Vogel); "The Principal Training Schemes and Re-employment Programmes for Unemployed People in the Mid-life Years" (Faure); and "Experiences with Local High Schools for the Unemployed or 'How to Re-establish Self-Confidence'" (Raslow). The names of working groups and those who reported on them are "Educational Provision for Unemployed Adults from Ethnic Minority Communities" (Gerritsen); "Educational Provision for Unemployed Women" (Clark); "Guidance and Counseling of Unemployed Adults" (Eagleson); and "Job Creation" (Walters). Comments on the conference are provided by van Herwijnen, Walters, Szasz, Clarke, Desnos, Purdey, Eagleson, and Nierman. Reflections on the conference are provided by Walters and van Herwijnen. Appendices contain the conference agenda; names and addresses of participants, speakers, and guests; and discussion points for the working groups. (CML)

ED 317 869 CE 054 842

Classroom Activities in Transportation: Technology Education.
Wisconsin State Dept. of Public Instruction, Madison.
REPORT NO.- Bull-No-8272
PUB DATE- 88
NOTE- 91p.; For "A Guide to Curriculum Planning in Technology Education," see ED 305 245.
AVAILABLE FROM- Publication Sales, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Education; *Energy; Engines; Learning Activities; Safety; Secondary Education; State Curriculum Guides; Teaching Methods; Technical Education; *Technology; *Transportation; Vocational Education
IDENTIFIERS- *Wisconsin

This curriculum supplement was designed to correlate directly with "A Guide to Curriculum Planning in Technology Education," published by the Wisconsin Department of Public Instruction. It is also a companion book to three other classroom activity compilations, one in each of the other three major systems of technology--manufacturing, communications, and construction. The entire set--the curriculum guide and the four activity books--follows the content organization given in the "Technology Education Content" fold-out chart in this guide. The activities are

organized on the basis of how each supports one of the transportation concepts identified on the chart. Materials for this supplement were gathered from throughout Wisconsin and several other states, and most of them were developed by teachers. The seven sections of the guide include 16 activities grouped under the following topics: mediums (map reading); moving; energy conversion; propulsion systems; control (safety); guidance systems; and structural systems. Each activity consists of a description, resources needed, objectives, evaluation focus, procedures, information sheets illustrated with line drawings, and (sometimes) tests and answer sheets. (KC)

ED 317 910 CG 022 424

Buri, John R.
Psychoanalytic Bases for One's Image of God: Fact or Artifact?
PUB DATE- May 90
NOTE- 16p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (62nd, Chicago, IL, May 3-5, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; College Students; Higher Education; Parent Child Relationship; Personality Theories; *Predictor Variables; *Self Esteem
IDENTIFIERS- *God (Concept)
As a result of Freud's seminal postulations of the psychoanalytic bases for one's God-concept, it is a frequently accepted hypothesis that an individual's image of God is largely a reflection of experiences with and feelings toward one's own father. While such speculations as to an individual's phenomenological conceptions of God have an intriguing psychoanalytic appeal, supporting empirical evidence has been mixed. This study investigated the relationship of 213 college students' connotations of the "wrathfulness-kindliness" of God to their mother's and father's nurturance; their mother's and father's permissiveness, authoritarianism, and authoritativeness; and their own self-esteem. While parental nurturance, authoritarianism, and authoritativeness were related to participants' conceptions of God (thus providing support for psychoanalytic assertions), the variable of self-esteem far outweighed all other variables in accounting for the variance in God-concepts. These results suggest that previous empirical support for psychoanalytic speculations as to the parental origins of individuals' God-concepts may largely derive from the influence of a strong correlate of parental nurturance and authority, i.e., self-esteem. (Author/ABL)

ED 317 938 CG 022 457

Geller, William W.
Lesbians/Gays: Helping a Campus Understand: Looking for New Attitudes.
PUB DATE- Mar 90
NOTE- 27p.; Paper presented at the Annual Meeting of the National Association of Student Personnel Administrators (72nd, New Orleans, LA, March 14-17, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Audience Analysis; Change Strategies; *College Environment; College Students; Higher Education; *Homosexuality; *Lesbianism; Nontraditional Students; *Public Relations; *Public Support; Sex Stereotypes; Social Bias; Student Attitudes

This document describes, in a narrative mode, a simulated public education campaign to stimulate cross-campus awareness of, and dialogue about, attitudes toward homosexuality. The campaign described begins with a letter to incoming freshmen, alerting them to the presence of gay and lesbian students and emphasizing the need for mutual respect and common decency. This is followed, during orientation, by a survey of student attitudes toward homosexuals. Next comes a series of public notices, overhead displays, and a kiosk, providing information and stimulating public debate about homosexual issues, all prepared by a Gay, Lesbian, Bisexual support group. Many examples of student responses, both supportive and hostile, are provided. The campaign culminates with a Declaration of Support, delivered to all students, which called on the university to "promote learning, understanding, and acceptance of others' sexual orientation." Handouts from the simulation are included. (TE)

ED 317 985 CS 010 035

Sebesta, Sam
Literacy for Batman's Child
PUB DATE- 9 May 90
NOTE- 15p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Basal Reading; Beginning Reading; Childhood Interests; *Childrens Literature; Educational Philosophy; Elementary Education; Functional Reading; Language Experience Approach; Reading Comprehension; Reading Research; *Reading Skills; Reading Strategies; Reading Teachers; *Teacher Role; Whole Language Approach
IDENTIFIERS- Educational Issues; Emergent Literacy; Reading Concepts
The wealth of information gleaned from reading research both past and present needs to be applied to a practical eclectic reading methodology. First, an emergent instruction model needs to be created that takes into account the immediate interests and needs of the learner. This model should recognize that learning is a transaction, with the learner sharing in the transaction in a way that direct instruction does not. Second, the eclectic approach of the future must respect the centrality of the teacher. It cannot prescribe or script what they are to do and say. Despite the differences in approaches, many effective instructors teach in balanced, individualistic ways and represent the central figure in a child's education--the constant, stable adult on whom learning depends. Third, educators need to re-think children's interests. The possibilities for using realia and technology to initiate, not just reflect, interests in school are enormous, not to be confined

to what a child has seen on TV or in the neighborhood. Fourth, aesthetic response to literature reading instruction needs to be considered, otherwise reading instruction will produce a condition called aliteracy: an aliterate is a person who can read but who does not choose to do so. Finally, more attention needs to be devoted to the questions of what is functional reading for a child and how educators can increase what a child does with functional reading. (Six quotes are included.) (KEH)

ED 317 762 CE 054 500

John, Patricia La Caille
Agricultural and Farmer Cooperatives January 1979-March 1989. Quick Bibliography Series.
National Agricultural Library, Beltsville, MD.
PUB DATE- Jul 89
NOTE- 35p.
AVAILABLE FROM- U.S. Department of Agriculture, National Agricultural Library, Public Services Division, Room 111, Beltsville, MD 20705.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adults; *Agriculture; Citations (References); Community Organizations; *Cooperatives; Economic Opportunities; *Farmers; Marketing; Ownership; Participative Decision Making; Postsecondary Education; Purchasing; *Resources; Secondary Education
This English-language-only bibliography cites 346 items concerning agricultural and farmer cooperatives. Some citations are annotated, and all contain full title, author, publisher, and reference numbers to the AGRICOLA database. Works were entered in the AGRICOLA database between January 1979 and March 1989. Materials are available through interlibrary loan. Arranged in alphabetical order, the bibliography also contains an alphabetized list of

authors. (KC)

ED 317 842 CE 054 715

Biennial Report of Progress under and Compliance with the Master Plan for Vocational Education and an Evaluation of Vocational Education Programs, as Reported by the State Board of Education. Submitted to the Governor, Lieutenant Governor, Speaker of the House, Seventy-First Texas Legislature, and the Texas Council on Vocational Education, 1987-1988.

Texas Education Agency, Austin.

PUB DATE- Jan 89
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compliance (Legal); *Educational Improvement; Educational Planning; Elementary Secondary Education; *Master Plans; Outcomes of Education; Postsecondary Education; *Program Effectiveness; Program Evaluation; State Programs; *Statewide Planning; *Vocational Education
IDENTIFIERS- *Texas

This biennial report presents: (1) information regarding progress under and compliance with the master plan for vocational education in Texas during the school years 1986-87 and 1987-88 and information regarding activities conducted during the 1988-89 school year where appropriate; and (2) quantitative and qualitative evaluative information on vocational education programs conducted during those years. The document is organized in three major sections. First, it presents information for elementary and secondary education that was prepared by staff from the Texas Education Agency. Second, the document provides information for postsecondary technical, vocational, and adult education that was prepared by staff from the Texas Higher Education Coordinating Board. Third, the document contains information on regional planning activities, prepared by staff from both agencies. All three sections include information regarding progress under and compliance with the master plan. The first two sections also present quantitative and qualitative information on secondary and vocational education programs. (KC)

ED 317 970 CS 010 018

Nistler, Robert J.
A Descriptive Analysis of Good Readers' and Writers' Concepts of Authorship at Grades One, Three and Five.
PUB DATE- Nov 89
NOTE- 18p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Authors; Elementary Education; Grade 1; Grade 3; Grade 5; Interviews; *Writing Ability; *Writing Attitudes; *Writing Instruction; *Writing Processes; Writing Research; Writing Skills; Writing Teachers
IDENTIFIERS- *Author Text Relationship; Bookmaking; Childrens Writing; Descriptive Research; Texas; *Writing Development
A study examined: (1) what concepts of authorship were revealed in the oral and written language of children engaged in a bookmaking task and pre- and post-bookmaking interviews; and (2) how these concepts differ for good readers and writers in different grades. The study was conducted at two elementary schools in a small, middle-class Texas city. Participants included 36 students from first, third, and fifth grade classrooms, selected on the basis of teacher judgment and standardized test scores indicating strengths in reading and writing abilities. Data consisted of transcripts representing approximately 30 hours of interviews and dialogue with children during their writing, the students' books, and fieldnotes describing children's composing behaviors. Results indicated that early writing experiences in schools provided limited opportunities for involvement in full authoring processes. Findings suggest a need for consistent teacher education in process writing as well as means for dealing with the issue of standardized testing. Participants at all grade levels identified two major differences between their composing processes and those of authors--"true" authors write pieces of considerable length and have their books published. A number of students cited factors of solitude and uninterrupted writing time when explaining their requirements for fully involving themselves in their composing. For others, writing was a more social act. When providing authoring experiences, sensitivity to differences in children's approaches to composing is necessary. Children should be involved in true authoring experiences both at home and at school. (One table of data is included, and 20 references are attached.) (MG)

ED 317 659 CE 053 873

Wirt, John G.; And Others
Summary of Findings and Recommendations. National Assessment of Vocational Education Final Report. Volume I.
National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Jul 89
NOTE- 167p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, ED 315 513-535, ED 315 536-549, and CE 053 874-876. Volume III has not yet been published.

AVAILABLE FROM- NAVE Room 3141, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Compliance (Legal); Disabilities; Disadvantaged Youth; Educational Improvement; Educational Policy; *Exceptional Persons; *Federal Legislation; Federal State Relationship; Government Role; Job Training; Policy Formation; Postsecondary Education; *Program Effectiveness; Program Implementation; *Program Improvement; Secondary Education; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; National Assessment of Vocational Education

The National Assessment of Vocational Education (NAVE) evaluated and described the vocational education services delivered to special populations under the Carl D. Perkins Vocational Education Act, the effects of the act in modernizing the vocational education system, the impact of vocational education on academic skills and employment opportunities, and other topics. Some of the findings and recommendations of the NAVE are the following: (1) the Perkins Act is a weak mechanism for achieving its goals because little additional direction has been provided on federal or state levels on the targeting of federal funds for supplementary services to disadvantaged and handicapped students, nor has technical assistance been provided on effective practices for serving these populations; (2) secondary education greatly needs improvement, and six major objectives for federal policy in vocational education are proposed; (3) although postsecondary education is a growing enterprise, its major problem is that many students do not stay in it long enough to receive in-depth training, and federal policy changes should be made to improve rates of program completion, especially among targeted groups; and (4) the federal role in vocational education should be strengthened and changes should be made in the current legislation. (KC)

ED 317 802 CE 054 612

Hethy, Annamaria; Hethy, Lajos
New Technologies, Work Organization, Qualification, Structures and Vocational Training in Hungary.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-826-1132-9
PUB DATE- 90
NOTE- 54p.; For a related document, see CE 054 611.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-58-90-118-EN-C: 7 European Currency Units).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; Educational Needs; *Educational Practices; *Educational Trends; Education Work Relationship; Employment Qualifications; Foreign Countries; Futures (of Society); *Job Training; Labor Force; Postsecondary Education; Secondary Education; *Technological Advancement; *Vocational Education
IDENTIFIERS- *Hungary
Vocational training in Hungary consists of 8 years of primary education in the state school system, followed by general secondary schools or secondary or intermediate-level vocational training. Secondary or intermediate-level vocational training is based on three major institutions: vocational secondary schools (4-5 years), skilled workers' schools (3 years), and vocational schools (2-3 years). The most popular and most controversial are the vocational secondary schools, which have undergone several reforms since their establishment in 1961. Access to secondary or intermediate-level vocational training is also given to secondary school leavers. In addition, training courses providing both initial and further training as well as retraining are important in the Hungarian vocational training system. The institutions of higher vocational training in the state school system are the high schools and universities. Problems of the vocational training system include overspecialization, lack of flexibility, lack of computer-based technologies and integration of computers into the curriculum, little relationship of training to changes in the world of work, and too few financial resources. Future developments in the vocational system are expected to revolve around broader training for students, increased financial resources, and increased training courses outside the system. (Resources in this report include sources of information about vocational training in Hungary, lists of major institutions, selected reading and legislation, and 16 data tables.) (KC)

ED 317 816 CE 054 654

Olson, David A.; Kellum, Mary, Ed.
Basic Surveying Technology.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 87
NOTE- 590p.; Document contains colored paper.

AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. 301101: $20.50).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Exploration; Competency Based Education; Curriculum Guides; *Electronics; *Measurement Equipment; Occupational Information; *Occupational Safety and Health; Optics; Problem Solving; Secondary Education; Technological Literacy; Trade and Industrial Education
IDENTIFIERS- *Surveying (Construction); Surveying (Geography); *Surveyors
This document is intended to help teachers prepare students to perform the duties of any member of a surveying party, including those of party chief, in the field and in the office. It contains instructional units on introduction to surveying, safety, horizontal measurements, vertical measurements, angles and directions, angular measurements, traversing and related calculations, topographical surveying, construction surveying, legal aspects, boundary surveying, control surveys, and electro-optical instruments and computer integration. The first section is designed to teach teachers how to use the materials and includes an explanation of instructional elements and an instructional-task analysis for each unit. The instructional elements for the units include objectives, suggested activities, information sheets, transparency masters, assignment sheets, job sheets, tests, test answers, references, and lists of supplemental materials. Some elements, such as the information sheets, include photographs, diagrams, and line drawings. (CML)

ED 317 856 CE 054 738

Myth #2: Schools Are To Blame for Problems in the Workplace.
Education Writers Association, Washington, DC.; Institute for Educational Leadership, Washington, D.C.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- Dec 87
NOTE- 7p.; For related documents, see CE 054 736-748.
AVAILABLE FROM- Education Writers Association, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; *Education Work Relationship; *Employment Opportunities; Functional Literacy; Futures (of Society); Labor Force; *Labor Force Development; *Literacy Education; Outcomes of Education; Relevance (Education); Work Environment
IDENTIFIERS- Job Training Partnership Act 1982; *Workplace Literacy

This document discusses reasons for the current interest in workplace literacy and describes existing training for the workplace. Among the reasons for the interest in workplace literacy are changing demographics, which are altering the composition of the labor force, and changes such as the demise of the factory model in the workplace itself and the increasing skill levels of jobs. The importance of job-related skills training as opposed to the traditional basic skills approach is discussed. Also included are a list of questions about workplace literacy and the names, addresses, and phone numbers of 10 sources of information about workplace literacy. (CML)

ED 317 897 CG 022 411

George, Catherine A.
Course Enrollment Practices of High School Students in California.
California State Dept. of Education, Sacramento.
PUB DATE- 90
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Career Planning; College Bound Students; Congruence (Psychology); *Course Selection (Students); Grade 10; High Schools; *Student Educational Objectives; Student Needs
IDENTIFIERS- *California; *High School Sophomores
This study was conducted to examine the educational aspirations and course enrollment practices of a sample of California high school sophomores. In May 1988, 10th grade students (N=2,949) enrolled in 46 high schools in California completed questionnaires on background characteristics; educational aspirations and post-high school plans; career objectives; course enrollments in mathematics and science; involvement by parents, teachers, and counselors in course enrollment decisions; and attitudes toward school, course decision making, and achievement motivation. The findings revealed that the students had high aspirations, with 50% planning to attended a four-year college in the 2 years following high school graduation. Hispanic students had lower aspirations, lower enrollments in college preparation classes, and lower grade point averages than did Blacks, Whites, or Asians. While 65% of the students had a career goal, many lacked congruence between their career goal and their high school program. The findings suggest that students need to begin receiving information on educational and career planning in the eighth grade and need to continue receiving such information throughout high school. Students also need to be provided with opportunities to move from non-college preparatory courses to college preparatory courses through tutoring, extra coursework, or special transition courses. (The Student Questionnaire, 22 tables, and 5 figures are appended.) (NB)

ED 317 925 CG 022 444

Johnson, Ann D.; Johnson, George W.
Empowering Yourself: The Importance of Developing Healthy Self-Esteem.
PUB DATE- 89
NOTE- 16p.; Paper presented at the Annual Meeting of the North Central Association for Counselor Education and Supervision (Milwaukee, WI, October 18-22, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counselor Training; *Self Esteem; *Workshops
IDENTIFIERS- *Empowerment

A workshop on the importance of building and maintaining healthy self-esteem is described in this document. It has been successfully presented to nontraditional college students, counselor educators, and other professionals in the counseling field, with slight modifications depending on the background of the participants. At the beginning of the workshop participants are asked to introduce themselves and to exchange brief personal comments with one other participant whom they do not already know. This activity is used as an ice-breaker to create an informal style for the workshop and to increase the likelihood of audience participation throughout the presentation. It also sets the stage for later interaction between participants. Workshop participants evaluate their own level of self-esteem through the use of a self-esteem instrument. Self-esteem is depicted as a rainbow to illustrate that self-esteem varies within a range and that behaviors indicative of poor self-esteem generally fall into the range at the end of the curve. Methods of enhancing and maintaining healthy self-esteem are presented. Participants are cautioned against adopting a simplistic or "quick fix" attitude. The workshop is closed on a positive note, with participants standing and repeating a group-selected affirmation, followed by a question and answer session. (ABL)

ED 317 954 CS 010 001

Ruddell, Martha Rapp-Haggard
Students' Metacognitive Response to Ambiguous Literacy Tasks: Metacognitive Response to Ambiguity.
PUB DATE- Nov 89
NOTE- 22p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Ambiguity; Class Activities; Grade 5; Intermediate Grades; Literacy; *Metacognition; *Protocol Analysis; *Reading Assignments; Reading Research; Reading Skills; Reading Strategies; *Spelling; Writing Skills
IDENTIFIERS- Story Writing

A study examined students' metacognitive response to ambiguous literacy tasks to determine the relationship between that response and academic achievement. Subjects were 11 students chosen from a fifth-grade classroom in a small, urban school serving a predominantly black, middle class neighborhood. Two literacy tasks were identified as ambiguous: (1) weekly spelling assignments; and (2) daily reading assignments. Data were collected by means of observer notes, copies of task products, end-of-unit test grades, composite spelling story grades, and structured interviews with the subjects. Results revealed three levels of metacognitive plans for completing ambiguous literacy tasks which appeared to represent a depth dimension of difference among students. The highest level, labeled "Rich Metacognitive Plans," was distinguishable from other plans by elaborated ideas and language and by indications that the students who articulated such plans seemed to have the "big picture" of both the intent and the whole of the task itself. "Simple Metacognitive Plans" were characterized by responses that were flatter, with fewer details and alternatives for completing the task, while "Undefined Metacognitive Plans" occurred in response to the spelling story task only. Results also revealed an additional dimension of functionality--the degree to which the plans seemed to work. Grade achievement in spelling and reading were highly consistent with quality and depth of students' metacognitive plans for task completion. (Two tables of data are included.) (KEH)

ED 318 000 CS 212 283

Flower, Linda
Problem-Solving Strategies for Writing. Third Edition.
REPORT NO.- ISBN-0-15-571974-2
PUB DATE- 89
NOTE- 294p.
AVAILABLE FROM- Orders, Harcourt Brace Jovanovich, 7555 Caldwell Ave., Chicago, IL 60648 ($15.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Discourse Modes; *Freshman Composition; Higher Education; Instructional Materials; Theory Practice Relationship; Writing Ability; Writing Evaluation; Writing Improvement; *Writing Processes; *Writing Strategies; Writing Teachers
IDENTIFIERS- Academic Discourse; Flower (Linda)
Reflecting new development in the field of rhetoric and composition, this textbook's third edition incorporates major changes which propose to turn theory into practical advice. These additions in the third edition draw on a new theoretical understanding of how writers operate within a discourse community, on a new research-based view of the revision process, and on the pedagogy of translating such ideas into a structured sequence of assignments. Chapter 1 is an overview of the kinds of writing people do. It looks at examples of academic, professional, and personal writing and introduces two major concepts that run throughout the book--writing for the reader and hierarchical organization. From this point on, the book focuses on the writing process itself. Chapter 2 looks at familiar theories and models of the writing process. Chapter 4 shows how writers construct their own internal, mental representations of meaning. Most of the rest of the book (chapters 3, 5, 6, 7, and 9 through 12) is organized around a set of steps or major tasks the writer must handle: planning, generating ideas, and evaluating and editing prose. Chapter 8 discusses analyzing a problem and building a thesis. The book concludes with two case studies on research writing which cover the process of doing research and developing arguments when writing research papers, consulting reports, and proposals. (MG)

ED 318 016 CS 212 302

Agatucci, Cora
Composing a Self in Student Autobiography.
PUB DATE- 22 Mar 90
NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Autobiographies; *Community Colleges; Cultural Differences; Group Discussion; Higher Education; Literary Genres; Nontraditional Education; *Nontraditional Students; Student Centered Curriculum; *Student Journals; *Writing Instruction
IDENTIFIERS- Womens Literature; Writing Models
An autobiography course for nontraditional students at community colleges can foster appreciation for cultural diversity and integrate discourses that challenge writing genre hierarchies. Students who signed up for such a course developed processes that worked best for them. Selected as texts for the course were autobiographies that reflected cultural and literary diversity. Students, most of whom were women in their thirties, responded to the readings by forging personal connections with the texts' authors. Student-centered learning strategies were found to be especially productive with regard to students who were members of under-represented, marginalized groups. After first reading some noted autobiographies, participants were arranged into groups which read autobiographical works in progress and discussed audience responses. Authors and audiences alike were encouraged to negotiate criteria which gave predominance to writers' individual goals. Confidence and writing skill grew. Genre styles and writing processes deserve continued study, as these can empower or disable students, especially those students who are members of marginalized groups. (Eighteen references are attached.) (SG)

ED 317 672 CE 054 088

Mangum, Stephen L.
Evidence on Private Sector Training. Background Paper No. 7b.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 55p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-2297-75-034-04
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Corporate Education; *Educational Practices; *Employment Practices; Labor Needs; *On the Job Training; *Policy Formation; Postsecondary Education; Private Sector; Productivity; Public Policy

Today's postindustrial or information age requires a different mix and a more advanced level of basic employability skills than those needed in the industrial age. As a result, the workplace is now demanding a higher entrance level of employability skills than the schools have previously been asked to provide. In addition, information technology is increasingly developed in the workplace. Employers have responded by complaining about the schools, helping the schools, and starting in-house programs to provide basic employability skills and further training. A literature review revealed that little is known about private sector training, particularly about employer-provided training and most specifically about informal, on-the-job training. Estimates of employers' annual expenditures on training are of questionable accuracy. Private sector training may be of sufficient policy importance to warrant a systematic data collection effort. The findings of the literature review also confirm that women and minority groups are much less likely to receive employer-provided training than are white males. Suggested policy changes may improve access to private sector training. Finally, the review suggests that the popular idea that firms underinvest in human capital may not be accurate. It suggests that more research is needed, but to the extent that underinvestment in private sector training does exist, options are possible for increasing the extent of such training. (70 references) (KC)

ED 317 685 CE 054 101

Holzer, Harry J.
Utilization of Public and Private Job Search Mechanisms: The Experiences of Employers and Employees. Background Paper No. 18.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 36p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4764-75-017-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Employment Interviews; *Employment Opportunities; Employment Services; Job Application; Job Banks; *Job Placement; *Job Search Methods; *Labor Market; *Personnel Selection; Referral; Young Adults
IDENTIFIERS- *Employment Service
Studies show that the most frequently used public or private job search method among job seekers is checking with friends and relatives. This method also generates the most accepted jobs. Direct applications without referral and newspaper ads are also used relatively frequently. Less-skilled employees and minorities use the U.S. Employment Service (USES) more frequently than other groups, but even for these groups, only small fractions of all jobs found are accounted for by the USES. For employers, referrals from current employees and direct walk-ins are the most frequently used recruitment methods, and they generate the most hires. Again, the USES accounts for a very small fraction of those hired. The data clearly suggest that informal search methods are least costly and most effective for most employers and employees. It is also clear that minorities, women, and perhaps youth are disadvantaged when using the informal mechanisms. No specific reforms of the USES are endorsed. Options might be to strengthen other public mechanisms, such as school placement offices, by increasing the flow of information about local and national labor markets to these offices. However, this would provide no benefits to dropouts. Special instruction on the informal job search process (the writing of resumes and applications, the seeking of referrals, the interview process) in schools and training programs might be useful. (The document contains 2 data tables, 28 research notes, and 32 references.) (CML)

ED 317 698 CE 054 114

Staines, Graham L.
Working Hours Flexibility. Background Paper No. 30.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 35p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4787-75-043-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Employed Parents; Employer Attitudes; Employer Employee Relationship; *Flexible Working Hours; *Job Satisfaction; *Job Sharing; *Part Time Employment; Personnel Policy; *Productivity; Unions; *Work Environment

Flexible work schedules offer the promise of a low-cost option for helping people manage work and family responsibilities. Alternative work schedules include part-time work, job sharing, work sharing, shiftwork, compressed work week, flexitime, and flexiplace. Flexitime is the most prevalent full-time flexible schedule and is second in prevalence only to part-time work among all flexible work schedules. Its prevalence in the workplace continues to increase steadily. Research studies on the effects of flexitime schedules have not proven very definitive because of design problems. They do suggest that in many work situations both the organization and the individual worker can gain from this arrangement. Unresolved issues involving flexitime include occupational constraints, the reluctance of supervisors, legal constraints, and union resistance. (The paper concludes with recommendations for researchers, public and private employers, labor unions, and government. A 21-item reference list is included.) (CML)

ED 317 712 CE 054 128

Alsalam, Nabeel; Stacey, Nevzer
Employer Training of Work-Bound Youth: An Historical Review and New Results. Background Paper No. 43.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 28p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Access to Education; Corporate Education; *Educationally Disadvantaged; Education Work Relationship; *Employed Women; Employer Employee Relationship; Employment Level; *High School Graduates; *Job Training; *Noncollege Bound Students; Outcomes of Education; Private Sector; Productivity; Public Sector; Salary Wage Differentials; Vocational Education
A study of the training opportunities of high school graduates (about 825,000 in 1988) who work immediately after leaving school identified which members of that group get trained, by whom, and with what earnings consequences, based on the experiences of a sample of graduates from their graduation in 1972 until 1986. The following are among the findings: (1) employer-provided training is not an alternative to formal education for acquiring productive skills because work-bound youth receive less training than either non-degree participants or college-bound youth; (2) work-bound youth who receive employer-provided training have substantially higher earnings than those who do not; (3) the public sector employs a much smaller percentage of work-bound youth than does the private sector but is more likely to educate or train them; (4) men and women in the private sector are likely to report equal participation in training, but women report the duration of their training to be only three-fourths or one-half that of men's; and (5) public sector women are less likely to participate in training than public sector men. Altering public or private policy to correct these inequities is not recommended. Before taking a corrective step, policy makers should decide whether additional training would improve the productivity of work-bound youth, whether it is possible to design training programs to compensate for their educational deficiencies, and how can strategies be developed to optimize female employees' productivity with the restraints they have as primary caretakers of children. (11 references) (CML)

ED 317 725 CE 054 415

Holst, Karin Sojberg; Koefoed, Else
Training of Trainers in Denmark: An Annotated Bibliography.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-7776-7
PUB DATE- Oct 86
NOTE- 45p.; For other documents in this series, see CE 054 416-418.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-50-87-550-EN-C: $5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Career Counseling; *Educational Legislation; Foreign Countries; Government School Relationship; *Job Training; *Teacher Education; *Teacher Qualifications; *Trainers; Vocational Education; *Vocational Education Teachers
IDENTIFIERS- *Denmark

Intended for researchers and practitioners, this document defines "trainer" to include teachers in Denmark's basic vocational training system for young people as well as those in the adult vocational training system, teachers in the higher secondary systems leading to the higher commercial and technical examination, and teachers who work in companies. Nearly all the annotated materials included are available only in Danish. However, the annotations are provided in English. The annotations include descriptors drawn from the publisher's multilingual Training Thesaurus. The materials annotated in the first part of the document concern legislation covering the qualification requirements for different types of trainers. The second part consists of publications dealing with the training of trainers in general and then with publications that deal with the training of technical trainers, commercial trainers, and vocational counselors. The third part deals with curriculum in courses for training of trainers and covers all categories of courses and gives the curriculum of each and descriptions of modular combinations of courses. The main reference for the information in the third part is the annual manual from the Royal Danish School of Educational Studies for Teachers at Technical and Commercial Colleges. The document concludes with the addresses of the Directorate for Labour Market Training, the Directorate for Vocational Training, the Royal Danish School of Educational Studies for Teachers at Technical and Commercial Colleges, and the Undervisnigsministeriet. A publication announcement and a statement of publication policy of the document's publisher in English, French, and German are also included. (CML)

ED 317 738 CE 054 458

Philippi, Jorie W.
School-to-Work Transition for At-Risk Populations: How to Bridge the Gap.
PUB DATE- 3 May 89
NOTE- 8p.; Paper presented at the Annual Conference of the International Reading Association (New Orleans, LA, May 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Basic Skills; *Education Work Relationship; *High Risk Students; *Instructional Design; *Labor Force Development; Learning Strategies; Lifelong Learning; Retraining; School Business Relationship; Secondary Education; *Transfer of Training; *Transitional Programs
At-risk program participants, those students who are in danger of not making a successful transition from school or preemployment training programs to productive lives, usually remain on the fringes of the economy. Instruction in school-to-work curricula is designed to help students obtain jobs, but seldom addresses the issues of the ongoing use of learning skills required for retaining a job. Teaching the transferable processes that are embedded in basic skill applications, and that are necessary for competent performance of job tasks in the workplace, prepares students for the lifelong learning required for success. By working proactively as partners with the business community and applying the findings of instructional research to curriculum development at the local level, educators can play a major role in shaping the future U.S. work force. (Three figures on applications of reading skills, writing skills, and computation and problem solving skills found in the workplace are included in the paper.) (CML)

ED 317 763 CE 054 501

Sellin, Burkart, Ed.
First Results of the Social Dialogue in the Field of Education and Training. CEDEFOP Flash. Special 5/90.
European Centre for the Development of Vocational Training, Berlin (West Germany).
PUB DATE- Mar 90
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developed Nations; Educational Improvement; Educational Needs; *Employer Employee Relationship; Foreign Countries; Futures (of Society); *Government Role; Guidelines; *Job Training; Postsecondary Education; Program Improvement; *Retraining; *School Business Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- *European Community
The umbrella associations from all 12 member states of the European Centre for the Development of Vocational Training (CEDEFOP) approved a Joint Opinion on Education and Training that lays down a series of principles important for the development of future European Community vocational training policy. A document was issued as a follow-up to an earlier meeting on the importance of the revitalization of social dialog. The Joint Opinion on Training and Education can be viewed on two separate planes: first, it sets out and expresses the progress achieved in forming a view shared by the social partners in regard to the general principles concerning education and training and their importance for a united Europe; and second, it defines common guidelines to be adopted by European management and labor in promoting quality in education and training systems. The Joint Opinion stresses the importance of both basic training and retraining in order to equip participants with qualifications recognized in the labor market. It also stresses the importance of involving the social partners in the preparation and implementation of various programs of action of the European Community. (The text of the Joint Opinion is included in this report.) (KC)

ED 317 775 CE 054 522

von Gilardi, Rudiger; Schulz, Winfried
In-Firm Trainers of Young People in the Framework of the Dual Vocational Training System of the Federal Republic of Germany.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-826-0651-1
PUB DATE- 89
NOTE- 97p.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-56-89-344-EN-C).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Corporate Education; Employment Qualifications; Foreign Countries; *Industrial Training; *Inplant Programs; *Job Training; Postsecondary Education; Recruitment; Secondary Education; *Trainers; Training Methods; *Vocational Education
IDENTIFIERS- *West Germany
This study of the vocational training system in the Federal Republic of Germany was conducted by the European Centre for the Development of Vocational Training through site visits, seminars, research papers, and discussion. The study found that the majority of young people in the Federal Republic of Germany (currently 1.8 million) receive their vocational training in the framework of the "dual system." This term is used to describe the combination of practical and theoretical vocational training at two places of learning with different legal and structural characteristics. The practical part of vocational training takes place in the training company under the supervision of a trainer, whereas the theoretical part is implemented at a vocational school, attendance at which is compulsory 1 or 2 days per week. Approximately 60,000 teachers and 768,000 in-house trainers are currently providing training. The framework conditions for in-house training are uniform throughout the country and regulated by law. The term "trainer" is defined according to law, with the authorization to recruit and train young people. Authorization for the recruitment and training of trainees is linked to the personal and technical aptitude of persons in the firm. The person responsible for vocational training must be registered with the proper authority, which monitors the personal and technical aptitude of the trainer. Trainers must offer vocational training in a purposeful form and structure it to meet the training objective. Continuing training is required for in-house trainers. (KC)

ED 317 788 CE 054 577

Uniform Guidelines for Local Applications for Assistance to Eligible Recipients under the Carl D. Perkins Vocational Education Act (P.L. 98-524). Program Year 1990-1991.
Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Adult and Secondary Vocational Education.
PUB DATE- 1 Feb 90
NOTE- 64p.; Document contains colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Compliance (Legal); Contracts; Educational Finance; Educational Planning; Eligibility; *Evaluation Criteria; *Federal Legislation; Federal Regulation; Financial Support; Grants; *Grantsmanship; Postsecondary Education; Program Development; *Program Proposals; *Proposal Writing; Secondary Education; State Federal Aid; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984

This manual provides guidelines for responding to a request for proposals under the provisions of the Carl D. Perkins Vocational Education Act of 1984 in the State of Maine. The manual is organized in five sections. The first section (introduction) outlines basic goals and program standards of the act, categorical set-asides and allocations, and grants to eligible recipients. The second section explains award criteria--for services and activities for the handicapped and disadvantaged, for adult training and retraining projects, for single parents and homemakers and sex equity projects, and for Title III special projects; it also suggests sources of further information on funding opportunities and criteria. The format of grant applications is discussed in the third section, with information on the summary/abstract; needs assessment/problem statement; goals and objectives; activity plan; coordination statement; plan for assuming fiscal responsibility; monitoring and evaluation plan; project progress reports; budget and payment schedule; year-end financial report; budget adjustment form; and assurances. The fourth section provides examples of the various parts of the prescribed format, and the final section is an appendix containing information on the grant agreement, grant award rule, grant reapplication process, and categorical structure of the Carl D. Perkins Act. (KC)

ED 317 830 CE 054 691

Vocational Education. A Special Tip Sheet for Education Writers.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 90
NOTE- 7p.
AVAILABLE FROM- NCRVE Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational History; Educational Research; Educational Trends; *Education Work Relationship; Employment; *Equal Education; Learning Theories; *News Writing; Outcomes of Education; *Research Needs; *Vocational Education

This document is intended to interest education writers in doing stories on vocational education. It briefly reviews the history and current scene in vocational education; then outlines the research, and story ideas based on the research, of the National Center for Research in Vocational Education. The research is categorized as follows: the nature of work, education and the economy, equity in vocational education, the vocational education delivery system, and vocational education and learning. Each category lists questions for potential stories and current or completed research that will provide necessary information. Addresses and telephone numbers are provided for eight sources of information. (CML)

ED 317 883 CG 022 395

Appropriate Technology for an Aging Society. Critical Debates in an Aging Society Report 1.
American Society on Aging, San Francisco, CA.
PUB DATE- Nov 87
NOTE- [illegible] A report based on the Technology and Aging Conference (Washington, DC, November 17-18, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Aging (Individuals); *Appropriate Technology; Futures (of Society); Health Services; *Individual Needs; *Older Adults; Quality of Life; *Technology

Despite a real sense of need, the development and application of technology for the elderly has progressed very slowly. This report explores reasons for this slow progress; examines how the process can be moved along; looks at what must be known about aging and the future to assure appropriate technological application; considers how to translate the need for technological innovations into suitable products and assistive devices for the elderly; identifies the most vital steps to be taken by business leaders, technologists, and gerontologists; and determines what technologies are particularly critical. In addition, the report provides specific suggestions for using technology to meet the aging population's needs. Individual sections focus on the slow progress in using technology to aid the elderly, the elder market, applying technology to older people's needs, demographics, the context for studying technology and aging in the future, what it means to grow old, and limitations in daily functioning and their effects. The report concludes that the successful use of technology in improving health care and enhancing the quality of life for older people will depend on simplicity, training, considering the whole person, enhancing maximum independence, aiding caregivers, caregiving at home, evaluation, and funding. The appendix provides a detailed examination of specific physical and other changes which may occur as part of the aging process. A selected bibliography is included. (NB)

ED 317 911 CG 022 425

McFadden, Joan R.; Makela, Carole J.
Financing Retirement: Rural and Urban Preferences.
SPONS. AGENCY- Cooperative State Research Service (DOA), Washington, D.C.
PUB DATE- Nov 89
NOTE- 24p.; Paper presented at the Annual Meeting of the Working with Families Conference (9th, Manhattan, KS, November 15-17, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Financial Support; *Planning; *Retirement; Retirement Benefits; Rural Areas; Trend Analysis; Urban Areas; Urban to Rural Migration
IDENTIFIERS- *Preretirement

Current income and anticipated income are important considerations in people's preretirement planning for when and where to retire. Community characteristics, suitable and affordable housing, utility costs, and natural resources may be weighed when decisions about where and when to retire are under consideration. If pre-retirees are to carry out their housing and location choices, the adequacy of potential retirement income is important. If income is inadequate, housing expenses may become a burden and housing equity may be needed as income to meet current expenses. This study examined the financial retirement planning of subjects (N=5,662) who preferred to retire in rural and urban areas. Subjects preferred to live in counties with middle-sized cities, least preferring counties with very large or very small cities. Those who preferred counties with larger populations expected to have more financial income sources, on average, than those who preferred to retire in counties with smaller populations. The respondents preferring mobile homes anticipated the fewest income sources; those who preferred recreational vehicles anticipated the next fewest. (ABL)

ED 317 939 CG 022 458

Parenting and Family Life Skills Education: A Model Curriculum.
Kentucky State Dept. of Education, Frankfort.
PUB DATE- 17 Mar 89
NOTE- 125p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Elementary Secondary Education; Family Life; *Family Life Education; Family Planning; Parent Child Relationship; *Parenthood Education; *Sex Education; *State Curriculum Guides; State Legislation; *State Programs
IDENTIFIERS- Kentucky; *Parenting and Family Life Skills Act (Kentucky)

In 1988, the Kentucky General Assembly enacted the Parenting and Family Life Skills Act, KRS 158.797, which requires the teaching of parenting and family life skills to pupils in Kentucky's schools. Pursuant to this Act, the Kentucky Department of Education developed the model curriculum presented in this document as a guide for local school districts in designing their own parenting and family life skills program plan in compliance with the new state legislation. The goal of the model curriculum is to provide learning experiences and guidance relevant to the needs, concerns, interests, and aspirations that arise out of human psychosexual development. It promotes premarital abstinence through a focus on the "three r's": restraint, respect, and responsibility. Each grade-level curriculum plan, kindergarten through grade 12, is divided into six units: (1) Family Living; (2) About Me--Emotions; (3) About Me--Social; (4) About Me--Physical; (5) Interpersonal Relationships; and (6) Decision Making. Two separate chapters provide curricular plans for teaching about Acquired Immune Deficiency Syndrome (AIDS) and Sexually Transmitted Diseases, and Personal Safety and Family Violence Prevention. (TE)

ED 317 986 CS 010 045

Dwyer, Edward J.
Promoting Reading/Writing Competencies and Cultural Awareness Using a Weekly News Magazine.
PUB DATE- May 90
NOTE- 12p.; Paper presented at the Annual Meeting of the International Communication Association (40th, Dublin, Ireland, June 24-29, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Content Area Reading; *Cultural Awareness; Essays; *Instructional Materials; Periodicals; Reading Comprehension; *Reading Instruction; *Reading Materials; Reading Material Selection; Secondary Education; Teaching Methods; *Writing Instruction
IDENTIFIERS- *Instructional Models; *Newsmagazines; News Stories
To help students strengthen competencies in reading and writing direct instruction is essential. Modeling is a key component in direct instruction. The kind of materials used can help provide more cultural awareness among learners. Written materials of current interest need to be selected. Sources are varied including such periodicals as "Time" and "Newsweek" who offer their magazines at reduced cost through education programs. Many newspapers at local levels and "USA Today" at the national level have low-cost school oriented programs. Students can learn to read more competently while learning about the world. Inviting students to study topics that affect both their own lives and the greater community around them encourages self-interest. It is also important to provide essential background information. After initial discussion, students should be asked to read a selection

and then respond in writing to several questions. The following categories can be used to generate a variety of interesting and searching questions: (1) recognition; (2) translation; (3) inference; (4) evaluation; (5) explanation; and (6) use of imagination. Variations are boundless, depending on the interests, capabilities, and needs of students. (Thirteen references are attached. Appendixes include a sample article and sample essay questions and responses.) (MG)

ED 318 030 CS 212 317

Kinzer, Charles K.; And Others
Effects of Multimedia To Enhance Writing Ability.
George Peabody Coll. for Teachers, Nashville, Tenn.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 90
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 15-21, 1990).
GRANT- H180P80041
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Critical Thinking; Cues; *Curriculum Development; Grade 6; Intermediate Grades; Language Arts; Learning Disabilities; *Multimedia Instruction; *Writing Ability; Writing Research; *Writing Skills
IDENTIFIERS- *Anchored Instruction; Childrens Writing
A study examined whether students, when removed from a video-based context, were able to transfer the writing-related objectives taught within a curriculum to similar writing tasks. Subjects were 24 sixth-grade, learning disabled students enrolled in a resource room language arts program who participated during the first year of a project. Students participated in a news reporting curriculum for 9 weeks. Group pre- and posttests focusing on writing and comprehension were also administered. Although both video and orally presented prompts produced posttest gains in the number of students who exhibited an increase in the number of categories found in their writing, substantially more students gained in the written/orally presented topic. It appears that the curriculum positively influenced writing when removed from the video context. Students also made gains in comprehending explicit as well as implicit information in written/orally presented news stories, while comprehension of implicit and explicit information in video/broadcast news stories did not change significantly. Results also indicated that students were better able to identify correct information at the end of the 9-week curriculum as well as better able both to identify incorrect information and replace it with appropriate material. These results are consistent with previous results using video-based anchors in literacy instruction as well as in other content areas. (Two figures and four tables of data are included. Seventeen references are attached.) (MG)

ED 317 751 CE 054 489

McNelly, Don E.; Searle, Mary Ann
Private Sector Initiatives to Modernize Vocational Education. A Research Study Identifying the Involvement of Secondary Vocational Education Programs in Tennessee with Business and Industry. Research in Tennessee Secondary Vocational-Technical Education.
Tennessee Univ., Knoxville. Dept. of Technological and Adult Education.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- Aug 89
NOTE- 70p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Programs; *Cooperative Programs; *Education Work Relationship; Entry Workers; Institutional Cooperation; Labor Needs; *Models; Program Development; Program Improvement; *School Business Relationship; Secondary Education; State Programs; *Vocational Education

IDENTIFIERS- *Partnerships; *Tennessee
A study was conducted to identify and analyze the involvement of secondary vocational education and business and industry in joint partnership agreements in Tennessee. Vocational administrators (n=94), teachers (n=53), and business and industry persons (n=22) responded to questionnaires, representing response rates of 81%, 77%, and 39% respectively. Descriptive statistics such as means and percentages were used to report the findings. The study found that a wide variety of joint partnership agreements are in operation in the state between secondary vocational education and business and industry. The respondents were in general agreement with respect to benefits for vocational education and for business and industry to be derived from entering into joint partnership agreements. No significant differences in perception of the benefits were found between the two groups. The majority of the respondents were not able to provide specific goals and objectives of their joint partnership agreement. However, participation in joint partnership agreements is mutually beneficial for secondary vocational education and business and industry. The study concluded that joint partnerships should be encouraged. More formal agreements with specific goals and objectives should be formulated to help all parties involved to be more effective. A model was developed along with suggested steps for the various phases of joint agreements. (Includes 18 references and the questionnaires.) (Author/KC)

ED 317 843 CE 054 716

New Directions in Texas Vocational Education. Special Feature: What Vocational Graduates Are Doing Now. Report to U.S. Secretary of Education, U.S. Secretary of Labor, State Board of Education, College and University Coordinating Board.
Texas State Council on Vocational Education, Austin.
PUB DATE- Mar 87
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compliance (Legal); Educational Needs; *Educational Planning; Educational Trends; Elementary Secondary Education; Enrollment; *Futures (of Society); Master Plans; Outcomes of Education; Postsecondary Education; *State Federal Aid; *State Programs; *Statewide Planning; *Vocational Education
IDENTIFIERS- Job Training Partnership Act 1982; *Texas

This document reports on the progress of various vocational education initiatives in Texas during 1981-85 and outlines some of the steps to be taken in the future. The report first describes the need for educational planning, especially in light of world events, and outlines a master plan for vocational education from kindergarten through postsecondary levels. It then describes the state's compliance with federal mandates and supplies statistics on participation in various programs and funding levels. The third section of the report addresses how the state met federal Job Training Partnership Act (JTPA) mandates and lists JTPA accomplishments in the state for 1984-85. The fourth section presents steps for implementing the master plan for vocational education in Texas in the future, and the final section summarizes activities of the Advisory Council for Technical-Vocational Education in Texas. An appendix features short vignettes in which Texas vocational graduates describe what they are doing now. (KC)

ED 317 870 CE 054 843

Classroom Activities in Construction: Technology Education.
Wisconsin State Dept. of Public Instruction, Madison.
REPORT NO.- Bull-No-8274
PUB DATE- 88
NOTE- 110p.; For "A Guide to Curriculum Planning in Technology Education," see ED 305 245. For related documents, see CE 054 842-845.
AVAILABLE FROM- Publication Sales, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Building Trades; Career Education; *Construction (Process); Construction Industry; Construction Management; Facility Planning; Industrial Arts; Learning Activities; Secondary Education; State Curriculum Guides; Teaching Methods; Technical Education; *Technology; Vocational Education
IDENTIFIERS- *Wisconsin

This curriculum supplement was designed to correlate directly with "A Guide to Curriculum Planning in Technology Education," published by the Wisconsin Department of Public Instruction. It is also a companion book to three other classroom activity compilations, one in each of the other three major systems of technology--manufacturing, communications, and transportation. The entire set--the curriculum guide and the four activity books--follows the content organization given in the "Technology Education Content" fold-out chart in this guide. The activities are organized on the basis of how each supports one of the construction concepts identified on the chart. Materials for this supplement were gathered from throughout Wisconsin and several other states, and most of them were developed by teachers. The six sections of the guide include 14 activities grouped under the following topics: research and development, building the structure, installing utility systems, servicing the project, planning, and directing. Each activity consists of a description, resources needed, objectives, evaluation focus, procedures, information sheets illustrated with line drawings, and (sometimes) tests and answer sheets. (KC)

ED 317 971 CS 010 019

Seminoff, Nancy E.
Using Children's Magazines in the K-8 Classroom.
REPORT NO.- ISBN-0-89598-288-9
PUB DATE- 90
NOTE- 279p.
AVAILABLE FROM- The Perfection Form Company, 1000 North Second Ave., Logan, Iowa 51546 ($13.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Class Activities; Elementary Education; Elementary School Curriculum; Instructional Materials; *Learning Activities; Mathematics Education; *Periodicals; Reading Instruction; *Reading Materials; Science Education; Social Studies
IDENTIFIERS- *Writing for Children

Intended for teachers, this book shows how to use children's magazines to enrich the school curriculum and suggests ways to develop understandings in literature, science, social studies, and math for grades K-2, 3-5, and 6-8. The book illustrates activities with magazines that can help develop study skills. The first section, "Choosing Children's Magazines," contains a chart and descriptions of magazines for easy reference and understanding. The second section, "Getting Started," provides information on selecting and acquiring magazines, displaying magazines, and information about across-the-curriculum activities. The next three sections of the book offer activities in the areas of literature, mathematics, science, social studies, and study skills for grades K-2, 3-5, and 6-8. The final section of the book, "And Finally," contains advice about extending the use of magazines and a list of publishers' addresses and references. Twenty-three reproducibles are provided at the end of the book. (MG)

ED 317 660 CE 053 874

Muraskin, Lana D.
The Implementation of the Carl D. Perkins Act. National Assessment of Vocational Education Final Report. Volume II.
National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- May 89

NOTE- 179p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, ED 315 513-535, ED 315 536-549, and CE 053 873-876. Volume III has not yet been published.
AVAILABLE FROM- NAVE Room 3141, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Compliance (Legal); Disabilities; Disadvantaged Youth; Educational Improvement; Educational Policy; Exceptional Persons; Federal State Relationship; Job Training; Policy Formation; Postsecondary Education; *Program Effectiveness; *Program Implementation; Program Improvement; *Resource Allocation; School Districts; Secondary Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; National Assessment of Vocational Education

The National Assessment of Vocational Education (NAVE) examined how the federal law was implemented and federal funds were distributed under the Carl D. Perkins Vocational Education Act of 1984. Data were reported on targeting of resources among and within states and on the uses of federal funds, and implications were drawn from the findings. The study found that the rates at which states allocated Perkins Act funds among secondary and postsecondary sectors varied greatly in 1986-87, with postsecondary shares ranging from 8 to 100 percent. In addition, separate area vocational school districts appeared to receive a disproportionate share of the federal funds in secondary education. In contrast, most school districts received grants that were too small to mount new initiatives of any size. For the disadvantaged set-aside alone, school districts with the highest poverty rates had a greater likelihood of receiving an award, and their per-student disadvantaged and handicapped set-aside awards were larger than those in other districts. A substantial amount of Perkins Act funds were used for assessments and other types of vocational counseling. Handicapped set-asides go to students with individualized education plans at the secondary level and to students with physical and cognitive impairments at the postsecondary level. Recommendations were made for improvements in fund allocation. (KC)

ED 317 699 CE 054 115

Rodgers, Charles S.; Rodgers, Francene S.
Mixing Careers and Child Rearing. Background Paper No. 31.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 40p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4789-75-045-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Birth Rate; Childlessness; *Child Rearing; *Day Care; *Dual Career Family; *Employed Women; Employer Supported Day Care; Employment Patterns; *Entrepreneurship; *Equal Opportunities (Jobs); Family (Sociological Unit); Flexible Working Hours; Labor Utilization; Parent Child Relationship; Personnel Integration; Salary Wage Differentials
IDENTIFIERS- *Family Work Relationship
The issue of combining careers and child rearing has come into public consciousness because so many more women with children now work. This means that there are many more families where both parents work. Women are voicing a growing sense of disillusionment regarding earnings, occupational segregation, child care difficulties, and performing two full-time jobs. They are dropping out of promising careers and starting their own businesses. Barriers to combining career and child rearing include standard business practices, such as the lack of schedule flexibility; entry barriers, such as finding child care; and hours of work. The average employed married woman with children works the equivalent of more than two full-time jobs. Men are experiencing the tradeoffs of combining career and child rearing at an increasing rate, but still significantly less than their spouses. If women cannot participate in the labor force to their fullest capacity, the marketplace is deprived of some of its most productive workers. Fertility in the United States has declined dramatically. Given the demands of careers and the costs of children to careers, many women and men appear to be making an explicit choice between career and child rearing. Policy implications for dependent care, employer flexibility, and management sensitivity are discussed; a research agenda is identified; and 39 references are included. (CML)

ED 317 739 CE 054 460

Martin, James E.; Heetderks, Thomas D.
Two-Tier Compensation Structures. Their Impact on Unions, Employers, and Employees.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
REPORT NO.- ISBN-0-88099-088-0
PUB DATE- 90
NOTE- 255p.
AVAILABLE FROM- W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 ($13.95 paperback; $22.95 hardcover, ISBN 0-88099-087-2).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Adults; Collective Bargaining; Compensation (Remuneration); *Cost Effectiveness; Employee Attitudes; Employer Attitudes; *Employer Employee Relationship; *Employment Practices; Food Stores; Futures (of Society); Labor Economics; Labor Force; Labor Problems; *Labor Relations; Negotiation Agreements; Productivity; Quality of Working Life; Retailing; Union Members; *Unions; *Wages
IDENTIFIERS- *Tiered Compensation Structures

This book examines in detail the impact of tiered compensation structures on unions, employers, and employees. (Tiered compensation structures are defined as pay systems in which employees who start working or change jobs in a company after a certain date receive a lower rate of pay than employees who were doing the same or similar jobs before that date.) Chapters 1 and 2 introduce tiers and describe their role in the United States industrial relations system. Chapter 3 includes a detailed discussion of labor-management relations in the retail food industry and the competitive pressures that led to the implementation of tiers. Chapter 4 discusses the historical and environmental factors that led to the implementation and maintenance of tiers at Mayway Food Market Company. Employees at the Mayway Company (a fictitious name) were surveyed. Chapter 5 describes the sample and the methodology used in the survey. Both Chapter 6 (which examines the research questions) and chapter 7 (which examines the hypotheses) concern the perceptions of rank-and-file employees at Mayway and build upon the previous research and literature on tiers. The final chapter advances five propositions that appear generalizable to other mature tiered employment settings. It also examines the relative costs and benefits of maintaining tiers at Mayway and the generalizability of the Mayway experience and concludes with a perspective on the future of tiers. Appendices contain survey items and response formats, scales used, and a brief discussion of tiers and store productivity. A 153-item bibliography and an index conclude the volume. (KC)

ED 317 817 CE 054 655

Schertz, Karen; Kellum, Mary, Ed.
Civil Drafting.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 86
NOTE- 806p.; Document contains colored paper.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. 300901: $18.50).
LANGUAGE- English

EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cartography; Classroom Techniques; Computer Oriented Programs; Course Content; *Engineering Technicians; *Entry Workers; Job Skills; Learning Activities; Learning Modules; Lesson Plans; Postsecondary Education; Secondary Education; Skill Development; Structural Building Systems; Test Items; *Topography; Units of Study

This curriculum guide contains a course in civil drafting to train entry-level workers for jobs in the field. The module contains 12 instructional units that cover the following topics: (1) introduction to civil drafting; (2) map scales and measurement; (3) standard symbols and abbreviations; (4) interpretation of surveyor's notations; (5) legal land descriptions; (6) map drafting procedures; (7) plats and subdivisions; (8) topographic mapping; (9) transportation mapping; (10) municipal mapping; (11) structural drafting; and (12) computer applications. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests. All unit components focus on measurable and observable learning outcomes and are designed for use in more than one lesson or class period. (KC)

ED 317 831 CE 054 696

Killingsworth, Mark R.

The Economics of Comparable Worth.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
REPORT NO.- ISBN-0-88099-085-6
PUB DATE- 90
NOTE- 313p.
AVAILABLE FROM- W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 (paperback, $13.95, ISBN 0-88099-085-6; hard cover, $22.95, ISBN 0-88099-086-4).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Comparable Worth; *Employed Women; *Employment Practices; *Equal Opportunities (Jobs); Government Employees; *Personnel Policy; *Salary Wage Differentials; Scope of Bargaining
IDENTIFIERS- Australia; California (San Jose); Minnesota

This document concludes that the basic difficulty with comparable worth is that it is an ill-conceived solution to a serious problem and that alternative policies, such as equal employment opportunity legislation or application of antitrust laws, provide means of addressing employment discrimination that are both more effective and less likely to entail adverse side effects. Chapter 1 introduces the concept of comparable worth and describes the rest of the document. Chapter 2 discusses definitions, concepts, and analytical issues: the basic premises underlying comparable worth and practical details of implementing it, the nature of labor market discrimination and the question of whether equal pay for jobs of comparable worth is nondiscriminatory, and analysis of how adoption of comparable worth might affect wages and employment of men and women. Chapter 3 deals with empirical questions: conventional economic and comparable worth studies of the actual magnitude of the female/male pay gap, and methodologies for analyzing the actual effects on wages and employment where comparable worth policies have been adopted. Chapter 4 describes comparable worth policies in Minnesota state government employment. Chapter 5 describes comparable worth in San Jose, California, municipal government employment. Chapter 6 describes comparable worth in Australia. Chapter 7 provides a summary and conclusions. The document includes a 14-page reference list, 46 tables, 6 figures, and an index. (CML)

ED 317 857 CE 054 739

Myth #3: The South Is Rising Again.
Education Writers Association, Washington, DC.; Institute for Educational Leadership, Washington, D.C.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- Feb 88
NOTE- 7p.; For related documents, see CE 054 736-748.
AVAILABLE FROM- Education Writers Association, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Critical Thinking; Dislocated Workers; Dropouts; *Economic Development; Educational Change; *Education Work Relationship; Elementary Secondary Education; *Labor Force Development; *Literacy Education; Rural to Urban Migration; *Unemployment
IDENTIFIERS- *United States (South); *Workplace Literacy

An Education Writers Association seminar in Atlanta focused on the link between illiteracy and the workplace in the South. State economic development policies are largely bypassing rural areas, and the effects of this urban-rural split include persistent high poverty rates, population loss, and unemployment. Changes in the workplace, particularly the emphasis on problem solving and critical thinking, mean that illiteracy in the workplace is growing. Current school reforms have not yet turned the tide on the illiteracy problem. Economic development in the South is creating a service, not a high-tech economy, with implications for the match between workplace skill needs and systems for delivering education. Strategies for economic development must be multifaceted, but adult literacy programs must be emphasized in the South. (Addresses and telephone numbers are provided for the seminar presenters. Addresses and telephone numbers are provided for five additional sources: Education Commission of the States, Council of State Policy and Planning Agencies, National Governor's Association, Northeast/Midwest Institute, and Western Governors' Association. A bar graph showing the relationship between unemployment and illiteracy in the South is included.) (CML)

ED 317 884 CG 022 396

Long Term Care: Who's Responsible? Critical Debates in an Aging Society Report 2.
American Society on Aging, San Francisco, CA.
PUB DATE- Jan 88
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Change; Family Caregivers; *Frail Elderly; *Health Services; Individual Needs; *Long Term Care; Nursing Homes; *Older Adults; Public Policy

When elderly persons can no longer care for themselves, they usually have only two primary options: care at home by unpaid relatives or high cost care in a nursing home; it is clear, then that a new system is needed that will offer older people more options. This report presents the major policy questions America faces in the search for a better way to guarantee dignity for the frail elderly. Long-term care is defined and reasons why America's present long-term care system needs to change are discussed. A section on moving toward a better long-term care system considers who has responsibility, what the best structure might be, and the influence of national values and economic considerations. The roles of the private and public sectors in providing long-term care are examined and a public/private mix is considered. Other sections look at protecting families and the poor, and also at payment strategies to assure more options for the elderly, including prospective payment, client-centered reimbursement, case management, and combining the financing and management of care. The report concludes by identifying the challenge that lies ahead in this area. A discussion of current actions being taken by state government and a list of speakers at the 1988 American Society on Aging conference "Conflicts in Care: Critical Debates in an Aging Society" are appended. (NB)

ED 317 898 CG 022 412

A Step Beyond...A Senior Guide for Post-Secondary Planning, 1989-90.
Wichita Public Schools, Kans.
PUB DATE- 90
NOTE- 74p.
AVAILABLE FROM- Department of Guidance and Counseling Services, Wichita Public Schools, 217 N. Water, Wichita, KS 67203 ($2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Career Planning; *College Admission; Employment; Employment Interviews; Higher Education; High Schools; *High School Seniors; *Job Search Methods; Military Personnel
IDENTIFIERS- *Kansas

This guide was designed for use by high school seniors in the state of Kansas who are planning their futures. It consists of a set of forms and worksheets for students to complete and various resource pages. A section on choices and decisions focuses on career sources, graduation requirements, and the General Education Development program. A section on employment contains resources to help students apply for a job, write a letter of application, record personal data, and write a resume. Job interview tips are included. There is a section for students considering enlisting in the military. A section on colleges discusses applying for admission and provides a list of Kansas four-year colleges. Other educational opportunities, including vocational programs, vocational technical schools, and two year colleges in Kansas are considered in the next section. Other sections look at various forms of financial aid and testing programs for the 1989-1990 academic year. A glossary and calendar are included. (NB)

ED 317 926 CG 022 445

Carbone, Vincent J.
Improving the Performance of Social Workers during Multi-Disciplinary Team Case Reviews of Delinquent Adolescents through Public Posting and Verbal Feedback.
PUB DATE- 90
NOTE- 56p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Correctional Institutions; *Counselor Performance; Delinquency; Delinquent Rehabilitation; *Planning; *Rehabilitation Counseling; *Social Workers; Supervision
IDENTIFIERS- *Case Review Systems; Casework Evaluation
This practicum was implemented to improve the rehabilitation planning skills of social workers in a juvenile correctional facility. The goal was to increase social workers' discussion of all relevant rehabilitation planning data during multi-disciplinary team meetings (Case Review Committee). A related objective was the overall improvement of rehabilitation services. The program director of the institution requested that the supervisors of the social workers record their subordinates' performance at each Case Review Committee meeting. The supervisors (cottage managers) were requested to record the percentage of required documents brought to the meetings by the social workers and the percentage of documents discussed. The cottage managers provided verbal feedback immediately following each social worker presentation. In addition, the weekly results were publicly posted in the Program Department office on a graph representing individual performance. The results indicated that a substantial improvement in social worker performance had occurred. All social workers demonstrated improvement in the number of required documents brought to the meeting and their discussion of each. Anecdotal reports by other staff and independent evaluators corroborated the improved rehabilitation services. (Author/ABL)

ED 317 940 CG 022 459

Kroll, Ronald C.
Development of a Profile of Entering Students at Practical Bible Training School as a Tool for Academic Advising.
PUB DATE- Mar 90
NOTE- 98p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Advising; *Church Related Colleges; Cohort Analysis; *College Students; Higher Education; *Profiles; Religious Education; *Student Characteristics; *Student Records
IDENTIFIERS- Practical Bible Training School
A profile of new students at a Practical Bible Training School (PBTS) was developed for the fall 1989 semester. American College Testing/Scholastic Aptitude Test scores, high school and college grade point averages (GPAs) and percentile ranks, college credits and degrees earned, years and grades in high school subjects, and placement scores in Bible and reading were taken from academic records for each student. A questionnaire completed by each new student (N=63) provided information about academic program, off-campus residency, sex and marital status, minority status, size of high school graduating class and home community, type of high school and high school program, participation in extracurricular activities, financial resources for college, family support for the decision to attend college, level of parents' education, and student predictions about first semester GPA and persistence. These factors were combined into an overall profile, characterizing PBTS students as single, non-parent, white, and dormitory residents, with parents or spouse approving of the decision to attend PBTS. Most were also male, between the ages of 18 and 19, out of high school or a previous college program for less than 1 year, residents of New York state, and planning to work while in school. Only 10 percent were attending college without their family's moral support. (TE)

ED 317 955 CS 010 002

McCutchen, Deborah; Dibble, Emily
Phonemic Effects in Text Comprehension and Text Memory.
PUB DATE- Apr 90
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 15-21, 1990).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Cues; *Distinctive Features (Language); Higher Education; *Memory; *Phonemes; *Reading Comprehension; Reading Processes; Reading Rate; Reading Research; Silent Reading; Text Structure; Young Adults
IDENTIFIERS- *Phonemic Awareness; Reader Expectations; Text Factors
A study investigated the role of phonemic (sound-based) information during silent reading to determine whether the visual tongue-twister effect occurs only when readers make judgments of sentence acceptability or whether the visual tongue-twister effect is due to the way sentences are represented in memory. Data were collected from 45 university undergraduates, who were asked to respond to 24 sentence triads. Within each triad, two sentences contained phonemic confusions (visual tongue-twisters) and one was a control sentence that contained a natural mix of word-initial phonemes and formed an approximate semantic paraphrase of one of the tongue-twisters. Two-word memory probes were created for 16 of the sentence triads. Reading times for the sentences, response times to the probes, and response accuracy were recorded. Results revealed that adult readers took significantly longer to read tongue-twisters than to read control sentences. Adult readers also took significantly longer to respond to memory probes from tongue-twisters than from those of control sentences. There were no significant differences in response accuracy to the three probe types (control sentence, alveolar tongue-twister, and fricative tongue-twister). The findings suggest that sound-based information is still used by skilled adult readers during sentence comprehension. Examples of the three types of stimuli and data results are included. (KEH)

ED 318 001 CS 212 284

Brand, Alice G.
Social Cognition, Emotions, and the Psychology of Writing.
PUB DATE- Mar 90
NOTE- 28p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Historical Materials (060)
DESCRIPTORS- *Emotional Experience; *Social Cognition; *Social Psychology; *Writing (Composition); *Writing Attitudes
IDENTIFIERS- Author Text Relationship; Composition Theory; *Social Constructivism
Interest in social construction has coincided with a widespread movement to situate the composing process in a social-cognitive paradigm. Because social and emotional themes overlap, writing specialists assume that the emotional components of writing have been taken care of. However, by being absorbed into social themes, the emotional experience in writing remains neglected. From the standpoint of systematic psychology, the present position on the emotions can be traced to the outgrowth of social psychology and its core construct, attitude, from mainstream psychology and the influence of social construction on composition studies, particularly with respect to emotion. While social cognitive psychology has begun to examine interpersonal emotion, this interest has yet to filter down into the prevailing psychology of writing. (Two footnotes are included; 59 references are attached. (RS)

ED 318 017 CS 212 303

Miller, Lori Ann
Women Writers Evoke the Muse: A Mythic Perspective.
PUB DATE- Mar 90
NOTE- 12p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Consciousness Raising; *Creative Writing; *Females; *Feminism; Higher Education; *Mythology; Rhetorical Invention; Self Concept; Writing Instruction; Writing Strategies
IDENTIFIERS- *Archetypes; Writing Contexts
A creative writing class explored the feminine creative powers evoked when searching for the Muse in an attempt to understand women as writers. Female student writers occasionally found "masculine" figures, but predominantly experienced a figure of the Muse that had a distinctly Goddess-linked quality or was not genderized at all. Accessing these inner figures seemed to address the relationship the woman writers had to themselves and to their work, allowing them to access a uniquely "feminine" version of the Muse and to express themselves in a voice of feminine authority that moved far beyond the expression of "just" feelings. The female writers uncovered in themselves the mysterious multiplicity of the ancient Goddesses and, with this discovery, gave themselves permission to speak. Aphrodite, the remembered union of the one with all things, was the genesis, the beginning of the process. Artemis urged an uncovering of the ways for women to become self-defined, to become women-centered writers. Athena articulated and integrated, bringing meaningfulness and vision to the experience of the One. The knowledge and experience of these mythic aspects of the feminine principle were only the beginning, immersing the women writers in this extraordinary cycle. The authentic, dynamic, creative, and uniquely female figures of the Goddesses, when directly experienced, empowered the young women to view themselves as Woman and, hence, to write as whole and autonomous human beings. (Forty-eight references are attached.) (KEH)

ED 317 673 CE 054 089

Ouweneel, William M.
Evidence on Private Sector Training. Background Paper No. 7c.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 23p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Corporate Education; Educational Improvement; *Educational Practices; Education Work Relationship; *Employment Practices; Labor Needs; Models; *On the Job Training; *Policy Formation; Postsecondary Education; Private Sector; Public Policy; School Business Relationship
Private sector training is a primary force in education in the United States for a number of reasons: (1) the sheer amount of such training makes it a major factor; (2) this training has a significant impact on the nation's productivity and competitiveness; (3) it plays a major role in creating innovative and cost-effective solutions to training problems; and (4) innovations in training in the corporate world can be transferred to the schools. The role that the private sector plays in education is not widely known. The application of its solutions to broader education problems fails to occur because of lack of awareness. A conceptual model of training such as that used in private industry is described; this approach could be used to improve education. This model of training considers the audience, the content, the process of training, and the cost. These factors are first described individually and then integrated into a data-based, multivariate model. Use of the model represents an opportunity to achieve a full understanding of private sector training. (KC)

ED 317 686 CE 054 102

Cohen, Malcolm S.; Stevens, David W.
The Role of the Employment Service. Background Paper No. 19.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 44p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4774-75-028-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; Adults; Career Guidance; Career Information Systems; Career Planning; Employment Opportunities; *Employment Services; Federal State Relationship; *Job Applicants; *Job Banks; *Job Placement; *Job Search Methods; Referral
IDENTIFIERS- *Employment Service; *State Employment Security Service Agency
An examination of the recent performance of the United States Employment Service (USES) and the State Employment Security Agency (SESA) results in the following conclusions: (1) there are compelling public responsibilities that require the government to provide some employment services; (2) developing demographic, production, and budgetary forces have created an urgent need to redefine federal responsibilities; and (3) the 1990s will challenge the USES to target very limited federal resources in ways that ensure that the SESAs offer reliable competency certification and efficient referrral of candidates to jobs. Policy alternatives include maintaining the status quo; withdrawing from public responsibility for labor-exchange services; giving up state control in the management of labor-exchange responsibilities; abandoning federal oversight of the management of labor-exchange functions; and adopting a hybrid approach that uses market incentives to achieve efficiencies akin to good business practices, but that retains public responsibility for defining appropriate system goals and performance standards. The last option seems best and may include decentralizing through providing block grants to states, offering states competitive grants for innovative practices, and establishing a National Center for Employment Service Training and Research. (Forty-one references are included.) (CML)

ED 317 713 CE 054 129

Horrigan, Michael W.
Data Needs for Labor Market Analysis. Background Paper No. 44.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 29p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Data Analysis; *Data Collection; *Economic Research; *Employment Statistics; *Labor Market; Labor Needs; Labor Supply; Labor Turnover; Statistical Analysis; Surveys; Unemployment Insurance
IDENTIFIERS- *Bureau of Labor Statistics; Current Population Survey

Opinions on how the Bureau of Labor Statistics (BLS) can better meet the data needs of users of government-provided labor market data were sought from users inside and outside government. The following recommendations, among others, are based on those opinions: (1) create a quick-response household survey capability at the BLS, using random digit dialing supplemented by a purchase list for households without telephones or a list area frame; (2) start a new youth cohort for the National Longitudinal Survey; (3) appropriate $200,000 annually to integrate the richness of the National Longitudinal Survey database into the ongoing functions of the BLS; (4) construct data tapes that contain the matched records of individuals using existing cross-sectioned files, thereby creating from existing information an entirely new source of longitudinal information on the labor market behavior of individuals; (5) develop methodologies to correct the biases inherent in the Gross Flow data, with the goal of making these data generally available; (6) create a panel of households that would be interviewed over a long-term basis using the monthly Current Population Survey instrument; (7) investigate the possibility of constructing an archive of unemployment insurance wage records; and (8) study the efficacy of conducting surveys that match both workers and firms. (25 references) (CML)

ED 317 726 CE 054 416

The Training of Trainers in Ireland: A Documentary Dossier.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-7604-3
PUB DATE- 87
NOTE- 86p.; For other documents in this series, see CE 054 415-418.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-49-87-511-EN-C: $5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reference Materials - Bibliographies (131)
DESCRIPTORS- Continuing Education; Foreign Countries; *Industrial Training; Inservice Education; *Job Training; Postsecondary Education; *Professional Development; Secondary Education; Staff Development; *Teacher Education; Teacher Education Programs; *Trainers; *Vocational Education Teachers; Young Adults
IDENTIFIERS- *Ireland

This document synthesizes information on the training of trainers of young people in Ireland. The report looks at the situation in Ireland in relation to career patterns, mobility in and between various types of trainers (those in companies, in training organizations, and in the vocational education system), as well as the provision of inservice and preservice training. The report provides information to researchers and practitioners on material available on the subject and the points of contact for further information in member states of the European Community. The document is organized in four sections. The first section lists and describes organizations specializing in the training of trainers in Ireland and the United Kingdom and describes 26 Irish organizations that include the training of trainers as part of their function. The second section focuses on third-level education for Irish trainers, including structure of third-level education, training of technical trainers, and further development/inservice education. The third section describes a few software packages for trainers, and the final section is an annotated bibliography of 29 items. (KC)

ED 317 764 CE 054 506

Norton, Marian, Ed.
Literary for Living Conference Papers. Australian Council for Adult Literacy National Conference (12th, Brisbane, Australia, 1988).
Australian Council for Adult Literacy, Victoria.
REPORT NO.- ISBN-0-9595408-7-3
PUB DATE- 88
NOTE- 265p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Adult Students; Classroom Techniques; Cognitive Processes; Computer Uses in Education; Correctional Education; Curriculum Development; Deafness; Disabilities; English (Second Language); Foreign Countries; Instructional Materials; Library Extension; *Literacy Education; Material Development; *Mathematics Instruction; Migrants; Prisoners; *Reading Instruction; Second Language Instruction; Teaching Methods; Womens Education
IDENTIFIERS- Australia
This document contains 43 papers on many aspects of adult literacy: "Literacy, Human Rights and Equality of Opportunity" (Einfeld); "Overcoming Illiteracy" (Marquet); "The Literacy Issue" (Crocker); "Literacy and Civil Liberties" (O'Gorman); "Designing a Tutor Training Program for Tutors of ESL" (Bowyer); "Catch the Spirit" (Stephens); "Reading, Writing, and Problem Solving" (Thiering); "Making the Band Aids Stick" (Bentley); "Two Minutes from Experiences of Literacy Campaign in Thailand" (Kaewsaiha); "Beghilos and the Pig Problem" (Hawke); "Issues in Adult Literacy" (Kindler); "Training Tutors for Adult Aboriginal and Torres Strait Islander Literacy/Numeracy Students" (Lewis); "Alice and the Magic Mushroom or an Adult Literacy Organiser in Townsville" (Barclay); "Overcoming Disabilities" (Hoskisson, Eden); "Positive Factors of Participation for Women in Prison Literacy Programs" (Cassidy, Sim); "The Effect of Language Analysis on Teaching in Adult Literacy" (Evans); "Adult Basic Education--Its Role in the Reeducation of Brain Injured People" (Curtis); "Teaching Reading in Adult Basic Education Content Areas" (Johnson); "Literacy Programs for Deaf Adults" (Boardman); "Recognising, Responding, Remedying--The Three 'Rs' Library and Information Services" (Moon); "The Advantages of the Computer in Teaching Adult Literacy"

(Howie); "Potential Unexploited: Public Libraries and Adult Literacy" (Cram); "Innovative Methods Equal Successful Results" (Brozie); "Training Tutors" (Dundas, Strong); "What Can I Read?" (Treloar); "The Use of an Informal Preliminary Interview in Developing Individual Literacy Programs for Adults with Disabilities" (Watson); "Writing Is for Everyone" (Treloar); "Barriers to Participation in Prison Literacy Programmes" (Black); "Literacy Funding" (Haughton, Hurley); "Hello? Hello? Hello? Using Interactive Communication Technologies to Improve Literacy" (Lundin); "Students in Access Classes" (Cornish); "They Can Read--Try Another Way" (Rock, Whales, Russell); "Managing the Comprehension Gap with Health Instructions" (Doak, Doak); "Literacy and Numeracy Provision for Mildly Intellectually Disabled Adults" (Learmont); "Interactive Reading" (Strempel); "'Hey, Miss, I Can't Read These Notes'" (Greenland); "Accelerative Learning" (Strempel); "The Language of Mathematics" (Tout); "Curriculum Processes for Adult Migrant Literacy Materials" (Burton); "Doing Case Study Research" (Grant, Treloar); "Will National Core Curriculum Courses Produce Apprentices Who Cannot Read?" (Hope); "Libraries and Literacy" (Reid); and "Communication Skills for Hearing Impaired Young Adults" (Calver). (KC)

ED 317 776 CE 054 523

Holzer, Rainer
Management Education for Small and Medium-Sized Enterprises in the European Communities.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-9842-X
PUB DATE- 89
NOTE- 134p.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-55-89-803-EN-C).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Business Administration; *Economic Development; *Entrepreneurship; Foreign Countries; *On the Job Training; Organization Size (Groups); Postsecondary Education; *Small Businesses; *Staff Development
IDENTIFIERS- *European Community
This report summarizes the activities of various bodies providing training impetus for small and medium-sized enterprises (SMEs) in Europe on the three levels of (1) basic management education for potential small and medium-sized business owners and/or managers; (2) programs for small firm start-ups; and (3) activities to improve the management of already existing small and medium-sized enterprises. Taking into account the assumed growing needs for training measures on all three levels, the report gives an overview on what measures are offered, as well as an analysis of those measures in terms of the current challenges in the business environment--characterized by growing worldwide competitiveness and rapid technological change. A summary is provided of the different methods used in the various countries, how the support components are related to each other, and how the results can be judged by comparing claims and results. Suggestions for more appropriate solutions are offered. Six case studies of small business development programs in England, Ireland, West Germany, France, the Netherlands, and Spain are included in the report. (KC)

ED 317 789 CE 054 578

Outlook for the 90s. Occupational Supply/Demand Analysis Notebook for the State of Maine.
Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Adult and Secondary Vocational Education.
PUB DATE- Jun 89
NOTE- 77p.; Colored paper stock may affect reproducibility.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Career Information Systems; Educational Planning; *Employment Projections; *Enrollment; *High School Students; Hospitality Occupations; *Labor Needs; *Labor Supply; Postsecondary Education; Recreation; Secondary Education; Statewide Planning; Tourism; *Vocational Education
IDENTIFIERS- *Maine

This document analyzes the occupational supply/demand data provided by the Maine Occupational Information Coordinating Committee's Occupational Information System. The information on occupational demand is derived from the Department of Labor's Occupational Employment Survey, a survey of business and industry that attempts to quantify the demand for employees in each occupation. Summaries by specific occupations are provided for programs currently offered by secondary vocational regions and centers or by postsecondary vocational-technical institutes in the state. The data are summarized in a table that follows the analysis. The report also supplies secondary vocational education enrollment statistics by program and facility for the program year 1987-88. Notes to the report outline the supply/demand outlook for specific secondary occupational training programs related to occupations in the hospitality, recreation, and tourism industries. (KC)

ED 317 803 CE 054 617

Helping the Homeless Be Choosers: The Role of JTPA in Improving Job Prospects. Special Report No. 28.
National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Mar 90
NOTE- 120p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Vocational Education; *Economically Disadvantaged; Educational Innovation; Employment Potential; Experiential Learning; Federal Programs; Government School Relationship; *Homeless People; Housing Needs; Outcomes of Education; Poverty; Public Policy; *School Community Relationship; Success; Unemployment; *Work Experience Programs
IDENTIFIERS- California (San Diego); California (San Mateo County); *Job Training Partnership Act 1982; Kentucky (Louisville); New York (New York); Ohio (Toledo); *Private Industry Councils; Tennessee (Nashville); Washington (Seattle)

This document contains the results of a study of the responsiveness of the Job Training Partnership Act (JTPA) to the training and employment needs of homeless people. The first part contains recommendations to the president, the Congress, and the employment and training community on policies and practices concerning the homeless and employment issues. The second part is the report on which the recommendations are based. It includes information for policymakers and the job training community about the homeless: who they are, what caused them to be homeless, the training and employment issues that need to be considered when dealing with them; assessments of how and the extent to which JTPA is serving homeless individuals; examples of programs where Private Industry Councils (PICs) have developed and implemented innovative approaches or programs to include the homeless in their JTPA programs; and seven case studies of local JTPA initiatives where the PICs are undertaking special efforts to ensure services to this group. The study that resulted in part 2 of the document included interviews with 55 professionals who administer local JTPA programs in urban areas to determine the level and type of services they are offering to homeless individuals. The case studies attempt to identify what works and does not work by examining factors such as community support and involvement, PIC and private sector roles, types of services provided, levels of interagency and public/private coordination, outcome measures, and funding examples. The case studies are about San Diego, California; San Mateo County, California; Louisville, Kentucky; New York City, New York; Toledo, Ohio; Nashville, Tennessee; and Seattle-King County, Washington. (CML)

ED 317 844 CE 054 717

Literacy and Training: Priorities for Texas. Biennial Report to the Governor and Legislature.
Texas State Council on Vocational Education, Austin.
PUB DATE- Dec 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Advisory Committees; Apprenticeships; Dropout Prevention; Dropout Programs; *Educational Administration; Educational Finance; Enrollment; *Literacy Education; Outcomes of Education; Postsecondary Education; *School Business Relationship; State Aid; *Statewide Planning; Two Year Colleges; Vocational Education
IDENTIFIERS- *Texas; *Workplace Literacy

Among the recommendations of the Texas Council on Vocational Education concerning literacy and training are the following: (1) the governor and legislature should conduct a statewide, multimedia campaign to heighten Texans' awareness of the importance of workplace literacy, dropout prevention, literacy programs, and the human and economic aspects of literacy; (2) continued funding and operation of the Texas Literacy Council; (3) increased funding of adult education and adult vocational education by $7.5 million per year, thereby doubling the state's investment in adult literacy programs; (4) development and implementation of an integrated delivery system to meet needs for vocational education; (5) expansion of the Joint Advisory Committee to include representatives from relevant state departments and from business, industry, and labor; (6) expansion of the Joint Advisory Committee's responsibilities to include development of the Master Plan and an integrated vocational education system; (7) "blanket weight" funding that more nearly reflects the costs of vocational education; (8) full formula funding for postsecondary occupational education and incentive funding for the targeted goals of postsecondary occupational education; (9) simplification of the process for community/junior college annexation; (10) administration of state funds through an appropriate agency to match the level of federal funding provided to the network of small business development centers; and (11) continued state funding for apprenticeship programs administered by the state board of education and the state higher education coordinating board. (The document also contains information on the state's vocational education enrollments and expenditures for 1987-88, the economic impact of vocational education in Texas, and a public policy symposium.) (CML)

ED 317 871 CE 054 844

Classroom Activities in Manufacturing: Technology Education.
Wisconsin State Dept. of Public Instruction, Madison.
REPORT NO.- Bull-No-8271
PUB DATE- 88
NOTE- 178p.; For "A Guide to Curriculum Planning in Technology Education," see ED 305 245. For related documents, see CE 054 842-845.
AVAILABLE FROM- Publication Sales, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Assembly (Manufacturing); Business Education; Business Skills; Career Education; Industrial Arts; Learning Activities; *Manufacturing; Manufacturing Industry; *Mass Production; Secondary Education; State Curriculum Guides; Teaching Methods; Technical Education; Technology; Vocational Education
IDENTIFIERS- Capital Investment; *Wisconsin

This curriculum supplement was designed to correlate directly with "A Guide to Curriculum Planning in Technology Education," published by the Wisconsin Department of Public Instruction. It is also a companion book to three other classroom activity compilations, one in each of the other three major systems of technology--construction, communications, and transportation. The entire set--the curriculum guide and the four activity books--follows the content organization given in the "Technology Education Content" fold-out chart in this guide. The activities are organized on the basis of how each supports one of the manufacturing concepts identified on the chart. Materials for this supplement were gathered from throughout Wisconsin and several other states, and most of them were developed by teachers. The four sections of the guide include 21 activities grouped under the following topics: capital, secondary processes, management functions, and managed activities. Each activity consists of a description, resources needed, objectives, evaluation focus, procedures, information sheets illustrated with line drawings, and (sometimes) tests and answer sheets. (KC)

ED 317 912 CG 022 426

Spradling, Vicky Y.; And Others
Sixth-Graders' Expressed Attitudes toward Alcohol Use and Expected Peer Responses.
PUB DATE- 3 Nov 89
NOTE- 32p.; Paper presented at the Annual Meeting of the Texas Psychological Association (Houston, TX, November 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcohol Abuse; *Decision Making; Drinking; Elementary School Students; Expectation; *Grade 6; Intermediate Grades; Peer Influence; *Peer Relationship; Preadolescents; *Student Attitudes
Drug and alcohol abuse remains one of the most serious problems facing our society today. This study proposed that expected consequences of resisting peer pressure to drink alcohol may be important influences on actual drinking behavior and focused on describing these expectations. Sixth-graders (N=70) were presented with a hypothetical dilemma involving peer pressure to drink beer and asked to provide a strategy for dealing with the friend and expectations for the friend's response and the situation outcome. Strategy success was defined as being resistant to pressure to drink, while minimizing distancing from peers. The majority of subjects were able to generate some form of a response to peer pressure to drink that was an expression of a refusal. However, the simple "Just Say No" response was judged by raters as less likely to be successful in handling the drinking dilemma based on the criteria of resisting the pressure to drink while minimizing any distancing or alienation from friends. "No" responses that were accompanied by additional explanations or communications which helped to ease the air of conflict with the peer or which sought to persuade the peer of the reasons behind the decision were associated with more positive expectations regarding both the friend's response and the outcome of the situation. Girls had more positive expectations than did boys for situation outcomes. (Author/ABL)

ED 317 987 CS 010 046

Hobson, Eric; Shuman, R. Baird
Reading and Writing in High Schools: A Whole-Language Approach.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-3073-7
PUB DATE- 90
NOTE- 97p.; Analysis and Action Series. For "Reading and Writing in the Primary Grades," see ED 306 558; for "Reading and Writing in the Middle Grades: A Whole Language View," see ED 314 731.
AVAILABLE FROM- National Education Association Professional Library, P.O. Box 509, West Haven, CT 06519 (Stock No. 3073-7-00, $11.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Communication Skills; Critical Thinking; High Schools; *Language Arts; Language Experience Approach; Learning Activities; Models; *Reading Instruction; *Reading Writing Relationship; Revision (Written Composition); *Secondary School Curriculum; Teaching Methods; Theory Practice Relationship; *Whole Language Approach; Writing Evaluation; *Writing Instruction

Arguing that students should be encouraged frequently to listen, to speak, to read, and to write in all areas of the curriculum and to begin asking the questions that reveal the dependence that exists between various bodies of knowledge, this book is based on the whole-language theory. The book is designed not only to help students learn such specifics as grammar, usage, and mechanics in real and natural ways, but also to provide teachers with opportunities to make linkages with the community and to involve parents and other citizens in school activities. Chapters 1 and 2 discuss how people learn and what the whole-language approach is. Chapter 3 presents the skills of decoding (listening and reading); chapter 4 considers the skills of encoding (speaking and writing). The last chapter offers final comments about communication skills. (A 33-item annotated bibliography is attached.) (KEH)

ED 318 031 CS 212 318

Ewald, Helen Rothschild
Mikhail Bakhtin and "Expressive Discourse."
PUB DATE- Mar 90
NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Context; Discourse Analysis; *Expressive Language; Higher Education; *Rhetoric; *Rhetorical Theory; *Writing (Composition); Writing Instruction; *Writing Processes
IDENTIFIERS- *Bakhtin (Mikhail); Collaborative Writing
Mikhail Bakhtin's concept of dialogism has applications to rhetoric and composition instruction. Dialogism, sometimes translated as intertextuality, is the term Bakhtin used to designate the relation of one utterance to other utterances. Dialogism is not dialogue in the usual sense of the word; it is the context which informs utterance, and without which utterance cannot exist. Thus, composing is never the business of the writer working alone, but always the result of his or her interaction with the world, and with its readers and subjects. Dialogism rejects the notion that writing can express an individual self, believing that what is expressed in discourse is culture, or values held by a particular culture. In terms of general composition instruction, dialogism forces individuals to reexamine their definitions of the elements of the rhetorical triangle (writer, subject, and audience), as well as the relationship of these elements to each other. Two advantages offered by dialogic thinking for composition instruction are: (1) by locating expression in society rather than in self, an enhanced appreciation of authorship as a community-based activity may result; and (2) by accepting flux as the natural order of things, and of the rhetorical situation, a true appreciation for the relentless change which underpins the composing process may be achieved, and thus those pedagogical strategies which emphasize openness, rather than closure, and which posit change as the norm can be embraced. (SR)

ED 317 752 CE 054 490

Cameron, Walter A.; Blowers, Sally
Use of Supply/Demand Data in Tennessee Secondary Vocational-Technical Education. Research in Tennessee Secondary Vocational-Technical Education.
Tennessee Univ., Knoxville. Dept. of Technological and Adult Education.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- Sep 89
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Articulation (Education); *Educational Planning; Educational Research; *Educational Supply; Education Work Relationship; Employment Projections; Entry Workers; *Information Utilization; *Labor Needs; *Labor Supply; Occupational Information; Program Improvement; School Business Relationship; Secondary Education; State Programs; Use Studies; *Vocational Education
IDENTIFIERS- *Tennessee

A study was conducted to assess the potential use of available supply/demand data in planning for secondary vocational education programs in Tennessee. Literature was reviewed for ideas and an analysis was made of the data in the Tennessee Occupational Information System (TOIS). In addition, expert opinion was collected from a selected group of 12 vocational educators on ratios of supply/demand with respect to planning total secondary vocational education enrollment. The review of literature revealed a number of limitations to the use of work force data and also special precautions to observe when working with supply/demand data. An analysis of the TOIS database provided a graphic illustration of the secondary vocational programs with respect to the level of supply of graduates versus demand at the time data were collected. In addition, it was found that selected vocational educators had very definite ideas on what the ratio of supply to demand should be for selected programs of secondary vocational education. The study concluded that the specific use of supply/demand data for planning secondary vocational education is a difficult process. Part of the difficulty results from the lack of definitive data on entry-level occupations toward which most programs are directed. Closer working relations between data collectors and users can make the data more useful, and recommendations are made to increase such relationships and also to plan for under- or oversupply of various types of jobs. (Includes 29 references and a breakdown of supply/demand data for selected secondary vocational programs.) (Author/KC)

ED 317 818 CE 054 656

Bowers, Donovan; And Others
Exploring Technology Education: Manufacturing; Communication; Energy, Power, and Transportation; and Construction.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 87
NOTE- 649p.; Document contains colored paper. For related documents, see CE 054 657-660.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order No. 301201: $18.50).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Exploration; Classroom Techniques; *Communications; *Construction (Process); Course Content; Energy Education; Energy Management; Energy Occupations; Entry Workers; *Industrial Arts; Job Skills; Learning Activities; Learning Modules; Lesson Plans; *Manufacturing; Occupational Information; Postsecondary Education; *Power Technology; Secondary Education; Skill Development; Technological Advancement; Test Items; Transportation; Units of Study

This curriculum guide, one of a series of five publications, provides an introduction to technology systems, as well as a survey of the tools, materials, and processes used by these technology systems. The materials in the guide give students an opportunity to see the similarities between the various technology systems. Through the instruction and the activities, students can become aware of how the different systems interrelate, how they influence everyday life, and how they combine in a technological society. The 19 units of the guide, arragned in 5 sections, cover the following: (1) introduction (to technology and general and laboratory safety); (2) communication (designing, producing, and evaluating messages); (3) construction (designing, planning, building, and finishing structures); (4) manufacturing (systems, materials and evaluation, processes, and process planning); and (5) energy, power, and transporation (energy/power conversion and measurement, power transmission, power control and storage, and transportation systems). Each instructional unit follows a standard format that includes some or all of these basic components: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, transparency masters, practical tests, written tests, and answers to the assignment sheets and tests. All unit components focus on measurable and observable learning outcomes and are designed for use in more than one lesson or class period. (KC)

ED 317 899 CG 022 413

Atwood, Joan D.
PMS Awareness.
PUB DATE- 90
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Age Differences; Anger; Anxiety; *Depression (Psychology); Females; Interpersonal Relationship; *Menstruation; *Moods
IDENTIFIERS- *Premenstrual Syndrome

This study was conducted to examine the incidence of premenstrual mood changes in a non-clinical population and to explore how women report that these mood changes affect their interpersonal relationships. Women (N=101) completed a questionnaire about their background and their physical and psychological responses to the premenstrual experience. Most of the respondents were between the ages of 31 and 40; most were married without children; most were either Catholic or Jewish; and most reported being white collar workers with almost one-half reporting some college education. Most respondents reported that they did not experience mood changes when they first began menstruating. The majority of women (78.4%) reported experiencing mood changes one week prior to menstruation. Of the women who reported premenstrual mood changes, over 68% reported feeling sad and depressed, 31.7% reported feeling anxious, and 18.8% reported feeling angry and edgy. Forty-five percent of the women specifically stated that their mood changes affected their interpersonal relationships. These mood changes appeared to increase over time, as women got older. (The discussion section examines how these premenstrual symptoms can function in a couple relationship and considers the implications for individuals, couples, and families.) (NB)

ED 317 927 CG 022 446

AIDS Prevention and Control: Invited Presentations and Papers from the World Summit of Ministers of Health on Programmes for AIDS Prevention (London, England, January 26-28, 1988).
World Health Organization, Geneva (Switzerland).
PUB DATE- 88
NOTE- 183p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Books (010)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Counseling; *Disease Control; Foreign Countries; *Global Approach; Health Education; Health Personnel; *Prevention; Preventive Medicine; *Public Health; Public Policy; *World Problems
IDENTIFIERS- England (London)
Papers from the World Summit of Ministers of Health on Programmes for AIDS Prevention in this book include: (1) "Global AIDS: Epidemiology, Impact, Projections, Global Strategy," (Jonathan Mann); (2) "Modes of Transmission: The Basis for Prevention Strategies," (Donald Acheson); (3) "National AIDS Information Programme in France," (Alain Pompidou); (4) "Planning AIDS Education for the Public in Uganda," (Samuel Okware); (5) "Brazil's Educational Programme on AIDS Prevention," (Lair Guerra de Macedo Rodrigues); (6) "Preventing AIDS through General Public Education: Experience from the United Kingdom," (Spencer Hagard); (7) "Messages Addressed to Women as a Target Audience," (Peggy Clarke); (8) "Adolescents: Knowledge, Attitudes, Practice," (Lone de Neegaard); (9) "Developing Materials for Culture Groups," (Grace Smallwood); (10) "AIDS Prevention in the Netherlands: Intravenous Drug Users as a Target Group," (Hans Moerkerk); (11) "Reaching the Target Population: Female Prostitutes," (Elizabeth Ngugi); (12) "The Hot Rubber Story," (Roger Staub); (13) "Counselling before HIV Testing," (Benjamin Harris); (14) "Counselling after HIV Testing," (Gloria Ornelas Hall); (15) "Counselling of Persons with AIDS," (David Miller); (16) "Knowledge and Fear among Health Workers: The San Francisco Experience," (Paul A. Volberding); (17) "Health Workers, the Community, and AIDS," (Mafama Omba Ngandu); and (18) "Ensuring Safe Injection Procedures," (Nilton Arnt). Introductions, overviews, and opening and closing addresses are included. (ABL)

ED 317 972 CS 010 020

Wilhite, Stephen C.
Self-Efficacy, Locus of Control, Self-Assessment of Memory Ability, and Study Activities as Predictors of College Course Achievement.
PUB DATE- Nov 89
NOTE- 6p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989). Table 1 is in small print and may not be legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *College Students; Correlation; Educational Research; Higher Education; Locus of Control; *Memory; *Prediction; *Self Concept; *Self Efficacy; Student Characteristics; Study Habits; *Study Skills
A study examined the possible relationships between student study behaviors and academic achievement and represented a continuation and extension of an earlier large-scale project undertaken at the Far West Laboratory. Subjects, 184 college students enrolled in an introductory psychology course, had their study skills, self-efficacy, academic aptitude, locus of control, and memory assessed. Results indicated that: (1) the self-efficacy instrument (Self-Concept of Academic Ability Test) is more accurately described as a measure of academic self-concept than as a measure of self-efficacy; (2) in certain academic contexts, the measure of academic self-concept is not as important a predictor of academic achievement as is locus of control; (3) the best predictor of course achievement was the subjects' self-assessment of their memory ability; and (4) four subscales of the study activities measure were significant predictors of course achievement. (Two tables of data are attached.) (RS)

ED 317 858 CE 054 740

Myth #4: The GED Is for Dummies.
Education Writers Association, Washington, DC.; Institute for Educational Leadership, Washington, D.C.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- Mar 88
NOTE- 5p.; For related documents, see CE 054 736-748.
AVAILABLE FROM- Education Writers Association, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Basic Education; *Dropout Rate; *Dropouts; *Employer Attitudes; Higher Education; *High School Equivalency Programs; Military Service; School Holding Power; *Teacher Attitudes; *Testing Programs
IDENTIFIERS- *General Educational Development Tests

Although it is being taken in greater numbers and by increasingly younger people, the General Education Development (GED) test is viewed skeptically by the military, college admission officials, and some employers. The public perception of the GED tends to give it second-class status compared to a high school diploma. However, studies of GED completers and high school competency-test completers show that the holder of a GED certificate shows as much, if not more competence than high school seniors. Why is the GED denigrated as a literacy standard? The military finds GED holders less desirable because their attrition rate is double that of high school graduates. Attrition of GED holders from college courses also appears high. However, this difference may be explained by social and economic factors. The typical GED holder attends college part time, has family responsibilities, holds a job and is financially independent. (The document includes a list of questions to consider in assessing the GED. Resources for additional information are listed. Outline maps showing minimum ages for test credentials and minimum test scores are included.) (CML)

ED 317 885 CG 022 397

Gibson, James; And Others
Student Guide for College Planning.
Tacoma School District 10, Wash.
PUB DATE- Apr 89

NOTE- 23p.; For a related document, see CG 022 398.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Admission Criteria; College Admission; *College Applicants; *College Bound Students; College Preparation; Competitive Selection; Higher Education; High Schools; High School Students; Two Year Colleges
IDENTIFIERS- *Washington (Tacoma)

This guide was prepared to inform students in Tacoma (Washington) public schools about the college admissions process. It notes that colleges have different selection criteria and discusses differences between community colleges and four-year colleges and between selection criteria in small, private colleges and large, public universities. A section on college applications discusses preliminary visits to colleges, applications, letters of recommendation, supporting letters of recommendation, multiple applications, interviews, college admissions tests, scholarship applications, recommended college preparation curriculum patterns, class rank, notification, the role of the student, extracurricular activities, and the personal essay. Applicants are reminded that they must prepare materials that will give admissions committees a comprehensive summation of their backgrounds, strengths, achievements, and goals. A section on standardized tests describes the Preliminary Scholastic Aptitude Test, the American College Test, the Scholastic Aptitude Test, achievement tests, advanced placement tests, college-level examination programs, and the International Baccalaureate program. Guidelines for students and their parents to consider before beginning a college search are listed, as are helpful publications. A timetable for college planning is given and forms are included to help students plan to meet college expenses and compare colleges they are considering. Information is also provided on a variety of federal financial aid programs. (NB)

ED 317 941 CG 022 460

Beck, Irene C.; Caps, John, Ed.
In Tune with Teens: A Guide for Communicating with Adolescents.
Sheppard Pratt National Center for Human Development, Baltimore, MD.
PUB DATE- Aug 89
NOTE- 90p.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Adjustment (to Environment); *Adolescent Development; *Adolescents; Alcohol Abuse; Delinquency; Drug Abuse; Emotional Problems; Family Problems; Helping Relationship; *Interpersonal Communication; Juvenile Gangs; Parent Child Relationship; Peer Acceptance; Peer Influence; Personality Development; Sexuality; *Youth Problems

This guide, intended for adults who deal with adolescents, was originally designed as a companion to "No Hang-Ups!," a telephone tape call-in service addressing topics of vital concern to teenagers. The format of the guide consists of a series of brief two-page fact sheets on a wide range of adolescent issues: problems in school, teenage fears, loneliness, peer pressure, puberty, sexuality, violence, gangs, crime and legal problems, personal relationships, alcohol and drugs, family relationships, running away, and seeking help. Each fact sheet starts with a brief overview, discusses the issue from the teenager's point of view, suggests roles adults can play, and lists references on the topic for teenagers and adults. (TE)

ED 317 956 CS 010 003

Coley, Joan Develin
The Good News and Bad News about Whole Language: A Personal Perspective.
PUB DATE- 90
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Classroom Environment; *Instructional Effectiveness; Integrated Activities; *Language Arts; Program Effectiveness; Reading Instruction; Teacher Education; *Teaching Methods; *Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- Maryland
The biggest concern with whole language instruction lies in ignoring some of the obvious problems in implementation or denying that there could be any problems at all. Problems mentioned by Maryland reading supervisors involve: teacher competence; phonics/spelling/skills instruction; responses of whole language advocates when asked what direction educators should take for children who fail when using the whole language approaches; assessment; and teacher accountability. It is only because people are trying things that they make mistakes. It is not bad to make mistakes; it is only bad not to admit them or to examine their causes. If whole language fails, it will do so because either too many people will do it poorly or it will be done by the staunchest advocates who demand such rigidity that there is no room for the kind of flexibility which research and logic say are essential when educators talk about human learning. The good news about whole language methods includes the following points: (1) there is an insistence on authenticity of real texts and on engaging children in real life functional literacy tasks that matter to them; (2) book reading is up in areas where literature is stressed in the classroom; (3) there is an increasing awareness of the uses of reading and writing together in content instruction; (4) teachers are excited and show enthusiasm about their reading programs; and (5) the kids are excited and enjoy learning and reading in whole language classrooms. (MG)

ED 318 002 CS 212 285

Recommended Readings in Literature: Kindergarten through Grade Eight. Addendum.
California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0863-2
PUB DATE- 90
NOTE- 17p.; For previous list, see ED 308 514.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California Department of Education, P. O. Box 271, Sacramento, CA 95802-0271 ($2.25, plus sales tax for California residents.)
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; *Childrens Literature; Cultural Context; Elementary Education; Fiction; *Literature Appreciation; Nonfiction; Poetry; *Reading Material Selection
IDENTIFIERS- California; Reading Motivation
Intended as a guide for local-level policy makers, curriculum planners, teachers, and librarians, this addendum to "Recommended Readings in Literature, Kindergarten through Grade Eight" includes over 260 titles designed to supplement and extend the original list. Organized by overlapping grade levels, the addendum offers many titles that can be enjoyed by children, adolescents, parents, and teachers alike. Literary contributions of specific ethnic or cultural groups included in the addendum are identified by special symbols. (RS)

ED 317 661 CE 053 875

Goodwin, David
Postsecondary Vocational Education. National Assessment of Vocational Education Final Report. Volume IV.
National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- 89
NOTE- 148p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, ED 315 513-535, ED 315 536-549, and CE 053 873-876. Volume III has not yet been published.
AVAILABLE FROM- NAVE Room 3141, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Access to Education; Compliance (Legal); Disabilities; Disadvantaged Youth; Educational Improvement; Educational Policy; *Education Work Relationship; Exceptional Persons; *Federal Legislation; Federal State Relationship; Job Training; Policy Formation; Postsecondary Education; *Program Effectiveness; *Program Implementation; Program Improvement; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; National Assessment of Vocational Education
The National Assessment of Vocational Education (NAVE) examined how the federal law was implemented and federal funds were distributed under the Carl D. Perkins Vocational Education Act of 1984. This part of the study examined the federal role in supporting vocational education at the postsecondary level. It examines enrollments, course-taking, educational attainments, and labor market outcomes associated with postsecondary vocational education. It compares different groups of students at various types of institutions and considers the relationship between the act and other policies, both federal and state, that also finance postsecondary vocational education. The study found that postsecondary education is a growing enterprise that is central to the educational mission of less-than-baccalaureate institutions. There are 4.3 million vocational students at these schools. The major problem facing postsecondary vocational education is that many students do not stay in school long enough to receive in-depth training. For students who accumulate substantial amounts of vocational credits or complete programs, postsecondary vocational education pays off in economic terms. These findings strongly indicate the need to help students choose a field of study, complete the program, and find a related job. Perkins Act support of postsecondary education is low compared to state and local support. Federal policy in postsecondary vocational education should aim to improve rates of program completion and placement in related jobs, to provide special assistance to at-risk populations, and to improve the transition from secondary to postsecondary vocational education. (KC)

ED 317 674 CE 054 090

Flynn, Patricia M.

Introducing New Technology into the Workplace: The Dynamics of Technological and Organizational Change. Background Paper No. 8a.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 46p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4780-75-035-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; *Case Studies; *Corporate Education; Educational Needs; Education Work Relationship; *Employment Practices; Industrial Structure; *Job Skills; Labor Needs; *On the Job Training; *Organizational Change; Policy Formation; Public Policy; *Technological Advancement
IDENTIFIERS- Life Cycles

A human resource strategy to enable the effective integration of new technologies in the workplace must be comprehensive, flexible, and sensitive to the dynamics of technological and organizational change. However, information from macro-level studies provides little guidance for anticipating and planning for the adoption of new technologies, failing to forecast their effects on employment and being conducted at aggregation levels that are too high. Case studies, when systematically analyzed in a broader conceptual framework, can produce useful generalizations for decision making. A skill training life-cycle framework identifies patterns in training requirements across four phases (introduction, growth, maturity, and decline) in the nature of tasks, type of job skills, effects on job structure, and type of training provider. At the organizational level, management practices and labor-management agreements determine how and when technologies are used. One characteristic vital to successful adoption is the support of workers and managers for change. Although human resource adjustments and workplace restructuring occur primarily within firms, public policy can play a leadership role in (1) provision of skill development to prepare the work force; (2) programs to ease the adjustment of workers in transition; and (3) support for research and development of effective ways to integrate technological change. (108 references) (SK)

ED 317 700 CE 054 116

Mitchell, Olivia S.
Effects of Mandating Benefits Packages. Background Paper No. 32.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 41p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4883-75-039-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; *Eligibility; Employees; Employer Attitudes; Employer Employee Relationship; *Employment Practices; *Fringe Benefits; *Government Role; *Health Insurance; Labor Economics; Personnel Selection; Public Policy; Resource Allocation; *Taxes; Unskilled Occupations; Working Hours
This study of the potential labor market consequences of government mandating of employee benefits suggests that mandating benefits will increase benefit coverage and generosity for insurance coverage will not be helped; even when mandating benefits does improve benefit provision, there will be other offsetting effects, including wage and other benefit cuts, reduced work hours, reduced employment, and possible output reductions; and employer bias against workers who are particularly expensive to insure may also result. A variable cost format where benefits accrue according to hours worked somewhat mitigates the drawback of raising labor costs for low-wage workers and is more responsive to worker and firm differences in the demand for benefits. Any tax incentives should be paired with a cap on the overall fraction of payroll that can be used for tax-shielded employee benefit contributions in order to make the tax and benefit systems more equitable as a whole. If benefits are to be mandated, each element of a target mandated benefit package should be ranked in a priority list and justified on both efficiency and equity grounds. A separate approach should be designed to meet the needs of those not covered by employer-provided benefit programs. (73 references) (CML)

ED 317 727 CE 054 417

Training of Trainers in the Netherlands.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-7775-9
PUB DATE- Feb 87
NOTE- 54p.; For other documents in this series, see CE 054 415-418.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-50-87-542-EN-C: $5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; *Career Counseling; Educational Legislation; Foreign Countries; Government School Relationship; *Job Training; *Teacher Education; *Teacher Qualifications; *Trainers; Vocational Education
IDENTIFIERS- *Netherlands
Intended for researchers and practitioners, this document annotates Dutch materials that were published during the period 1984 through 1986 and that are at least three pages long. The annotations appear in English. The annotations include descriptors drawn from the publisher's multilingual Training Thesaurus. Following the bibliography are the names and addresses of institutes that have a train-the-trainer's department; names and addresses of those with regular courses that train trainers as their main function; names and addresses of professional associations and support organizations; and descriptions of sample training programs, including their type of training, institution name, target group, aims, structure, and working methods. The document concludes with a publication announcement and a statement of publication policy of the document's publisher in English, French, and German. (CML)

ED 317 740 CE 054 461

Wong, Angelina T.
Televised Courses at the University of Saskatchewan: Something Old, Something New.
Saskatchewan Univ., Saskatoon. Extension Div.
PUB DATE- Jul 89
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; *Distance Education; Educational Technology; Foreign Countries; Higher Education; Nontraditional Education; Outcomes of Education; *Student Attitudes; *Teacher Response; *Telecourses
IDENTIFIERS- *University of Saskatchewan (Canada)
A 2-year feasibility study at the University of Saskatchewan involved the off-campus delivery of introductory courses in English, history, and psychology via satellite television, the telephone, and on-site facilitators. Students were expected to prepare for the televised lectures by reading and reflecting on specific topics identified in specially prepared course guides. Mailed questionnaires were used to evaluate the courses. The study reported the following strengths attributed to the televised courses: (1) the televised courses have increased access to university education in rural Saskatchewan; (2) it appears that the mode of delivery has the potential to provide a viable alternative to on-campus university study for both young rural people and part-time adult students; (3) the TV lecturers were excellent teachers and were considered by the students to be a major asset in this delivery mode; and (4) the students were given clear instructions as to what to expect from the course by the instructors, the course guide, and the facilitators. The following limitations were reported: (1) students in all three courses felt that the feedback about their performance in assignments could be improved; (2) some students expressed concern about some subject matter and organizational inconsistencies that they found irritating and time-consuming; (3) several sites experienced persistent problems with television reception; and (4) despite the overall positive reaction to he televised courses, some students said they thought the could learn better with a face-to-face instructor. (Appendices include 21 data tables and the questionnaires.) (CML)

ED 317 777 CE 054 524

The Role of the Two Sides of Industry in Initial and Continuing Training. Documentation of the Conference Organized by the European Centre for the Development of Vocational Training (CEDEFOP) in Collaboration with the Commission of the European Communities and the Economic and Social Committee of the EC (Brussels, Belgium, November 8-9, 1988).

European Centre for the Development of Vocational Training, Berlin (West Germany).

REPORT NO.- ISBN-92-826-0660-0
PUB DATE- 89
NOTE- 45p.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-56-89-368-EN-C).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Developed Nations; Educational Needs; *Employer Employee Relationship; Foreign Countries; *Institutional Cooperation; *Job Training; Postsecondary Education; *School Business Relationship; Secondary Education; *Unions; *Vocational Education; Work Attitudes; Work Environment
IDENTIFIERS- *European Community

This document reports the proceedings of a conference held in Brussels to take stock (on the basis of the studies conducted by the European Centre for the Development of Vocational Training and the analyses carried out in this field in all the European Community member states) of the work undertaken in the last few years and to present suggestions, proposals, and recommendations for the future development of the social dialogue in the field of vocational training. The following articles are included in the report: (1) "Summary of Conference and Results" (Burkhart Sellin); (2) "Economic and Social Cohesion and the Dialogue with the Social Partners in the European Community" (Peter Schmidhuber); (3) "Promotion of the Dialogue at Inter-occupational Level on the Basis of the Val Duchesse Agreement of March 1987"--summary of the introduction (Gunter Kopke), summary of the working group results (Duilio Silletti); (4) "Development of the Social Dialogue at Sectoral Level" --introduction (Enrique Retuerto de la Torre), summary of the working group results (Peter Grootings); (5) "The Role of the Two Sides of Industry at the Regional Level"--summary of the paper (Paolo Garonna), summary of the working group results (Werner Low); and (6) "Social Dialogue at Company Level"--summary of the introduction (Alain d'Iribane), summary of the working group results (Herbert Nierhaus). Appendixes to the report include the March 1987 Agreement (Val Duchesse) and a list of conference participants. (KC)

ED 317 790 CE 054 579

Highlights: 1987-1989. Bureau of Adult and Secondary Vocational Education (Division of Adult and Community Education; Division of Secondary Vocational Education; Division of Program Services and Finance) Selected Accomplishments, 1987-1989.

Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Adult and Secondary Vocational Education.

PUB DATE- Jan 90
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Career Counseling; Career Guidance; Correctional Education; Curriculum Development; Displaced Homemakers; *Educational Improvement; Education Work Relationship; High School Equivalency Programs; Inservice Teacher Education; Occupational Information; One Parent Family; Postsecondary Education; *Program Improvement; Secondary Education; Sex Fairness; Special Needs Students; *State Programs; Student Organizations; *Vocational Education
IDENTIFIERS- *Maine

This report highlights the accomplishments of three divisions of the Maine Bureau of Adult and Secondary Vocational Education for the years 1987-89. Information is reported for the following programs by the division of Adult and Community Education: (1) adult basic education and literacy; and (2) high school completion and equivalency programs. The Division of Secondary Vocational Education highlights activities in the following areas: student organizations; curriculum development; teacher inservice education; job task analysis; and new programs. The division of Program Services and Finance presents activity highlights for: services for special needs persons; sex equity/single parent/displaced homemaker services; services for correctional institutional inmates; career guidance and counseling programs; and school-to-work transition programs. (KC)

ED 317 804 CE 054 622

Coordination Study of the SJTCC and JTPA. Final Report.
Training Research Corp., Santa Monica, CA.; Young (Arthur) and Co., Sacramento, CA.
SPONS. AGENCY- California State Job Training Coordinating Council, Sacramento.
PUB DATE- 1 Sep 88
NOTE- 282p.; The executive summary is not included in this document. Appendix A contains some type of poor legibility.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; *Coordination; Economically Disadvantaged; *Education Work Relationship; Employment Potential; Federal State Relationship; *Job Training; Outcomes of Education; Private Sector; Program Implementation; Retraining; State Programs; Unemployment; Vocational Education; *Work Experience Programs
IDENTIFIERS- *California; Job Training Coordinating Councils; *Job Training Partnership Act 1982

This document reports activities and findings of a study concerning the California State Job Training Coordinating Council's implementation of the Job Training Partnership Act (JTPA). The study had the following objectives: (1) analyze the structure, role, and administrative policies of the council; (2) determine the effects and benefits of council policies on private sector involvement in JTPA, on local Private Industry Councils, on Service Delivery Areas (SDAs), on other employment and training programs, on economic development, and on overall program performance; (3) assess the organizational and functional interrelationships of the different players in JTPA and related programs; (4) determine how the JTPA impact varies from that of earlier employment and training programs; (5) define specific effects on, or needs of, the private sector as related to JTPA implementation; (6) develop strategic and tactical recommendations for improving council performance and effectiveness; and (7) analyze the implications of demographic trends in California on council policy and strategy. The document introduces the study, reviews the literature, describes state and local programs, summarizes a private sector survey, explains trends in California's JTPA program, provides an overview of demographic and economic changes predicted for California in the year 2000, reports a survey of Job Training Coordinating Councils in other states, and reports the study's findings and recommendations. The document also includes a 44-item bibliography, a glossary, and two appendices. The appendices report relationships of performance measures and SDA characteristics and the summary results of an employer survey. (CML)

ED 317 832 CE 054 697

Borjas, George J.

International Differences in the Labor Market Performance of Immigrants.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
REPORT NO.- ISBN-0-88099-064-3
PUB DATE- 88
NOTE- 111p.
AVAILABLE FROM- W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 (paperback, $8.95; hard cover, $17.95, ISBN-0-88099-065-1).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Cohort Analysis; Economic Research; *Economic Status; *Employment Level; Employment Opportunities; Foreign Countries; *Immigrants; *Labor Force; Labor Supply; *Labor Utilization; Salary Wage Differentials
IDENTIFIERS- Australia; Canada; United States

A study examined international differences in how immigrants perform in the labor market of their chosen country of residence. The empirical analysis used five census data sets from the three host countries to document the labor market performance of foreign-born persons in Australia, Canada, and the United States. Among the major empirical findings were the following: (1) prior to the mid-1960s, the United States and Canada attracted migrants who performed quite well in the labor market, whereas Australia attracted migrants who were not relatively successful in the Australian labor market; (2) these rankings were reversed during the 1970s, with migrants to Australia performing very well, whereas those choosing the United States had very low earnings; (3) changes in immigration policy initiated by the 1965 Amendments to the U.S. Immigration and Nationality Act induced a structural decline in the quality of immigrant cohorts who chose the United States as their destination; (4) U.S. citizens who emigrated to Canada had very low earnings despite their relatively high education level. The study concluded that economic theory suggests that much more can be learned about the selection process if immigrants are compared to persons from the same country of origin who chose not to migrate and if immigrants in any given host country are compared to migrants who chose other host countries as their destination. (The document includes a 43-item bibliography, 23 tables, 5 figures, and an index.) (CML)

ED 317 913 CG 022 427

Jenkins, Alyce Earl
Delivery of Rehabilitation Services to Blacks Who are Disabled.
PUB DATE- Sep 89
NOTE- 13p.; Paper presented at the Annual Meeting of the National Rehabilitation Association (Orlando, FL, September 6-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Blacks; *Client Characteristics (Human Services); *Counseling Techniques; *Counselor Attitudes; Delivery Systems; *Disabilities; Racial Differences; *Rehabilitation Counseling
Being black and disabled are characteristics which are frequently rejected by the larger society. When counselors and black disabled clients come together, they usually bring different life experiences because of physical abilities and race. There may be more similarities if both the client and counselor are disabled or both are of the same race. When counselors encounter clients who are different, they are confronted with obstacles which may be referred to as dispositional and situational variables. Dispositional barriers refer to personal feelings, attitudes, and self-perceptions which counselors and clients have. Situational barriers are relevant to personal circumstances. The last barrier concerns human relations skills; according to previous reearch deceptive and defensive techniques are used by blacks, indicating that blacks have strong fears of failure and fear of expressing genuine emotions. These techniques prevent others from removing social barriers. When working with these clients, counselors should demonstrate: (1) unconditional positive regard; (2) enabling characteristics; (3) knowledge of jargon used by blacks, discriminatory practices, and community resources; (4) interest in clients' progress; (5) acceptance of the client; (6) congruence between verbal and non-verbal communication; (7) openness; and (8) altruism. Finally, counselors should be humble in their omnipotence. (ABL)

ED 317 988 CS 010 048

Alvarez, Marino C.
Knowledge Activation and Schema Construction.
PUB DATE- Apr 90
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; *Critical Thinking; Educational Research; Grade 9; High Schools; Learning Theories; Prior Learning; Reading Comprehension; *Schemata (Cognition); Teaching Methods; Thematic Approach
IDENTIFIERS- Knowledge Acquisition; Schematic Concept Formation; *Thematic Organizers
This study examined how instruction that encourages critical thinking about what has been read can lead to incorporated knowledge that can be retrieved and applied to other related settings. Case-based learning (an instructional method long used with graduate business, law, and medical students) is one method that can be used to foster critical thinking and schema construction. For this study, a case was defined as a narrative that presented a theme portrayed in a novel but presented it in a problem-solving format that related text ideas to real-world situations. The effects of case based instruction were compared to those of traditional instruction on students' ability to assemble and incorporate different knowledge sources in memory. Ninety-two ninth graders in a rural community participated in the 6-week study. The students read the novel "To Kill a Mockingbird" and were evaluated by their written responses to essays and timed writings. Findings indicated that activating and expanding knowledge through the use of thematically organized and cross-disciplinary cases facilitated students' ability to generate explanations for new information that were plausible and meaningful. (One table of data is included, and 40 references are attached.) (SR)

ED 318 018 CS 212 304

Roen, Duane H.
Synthesizing Current Views of Audience: Notes toward a Fuller Understanding of Audience.
PUB DATE- Mar 90
NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Audience Awareness; Audiences; Communication Skills; *Cooperation; Rhetoric; Teaching Methods; *Writing (Composition); *Writing Instruction; Writing Skills; Writing Teachers
IDENTIFIERS- *Collaborative Learning; *Composition Theory; Writing Groups
The concept of audience has emerged as a central theme in many scholarly discussions. Walter Ong focuses on fiction and believes that what has been said about fictional narrative applies to all writing. Lev Vygotsky offers the view that students work in the zone of proximal development and observes that thought itself develops as a result of our social experiences. John Trimbur has presented a convincing argument that by melding the work of Vygotsky with the work of Mikhail Bakhtin, educators can understand that writers can have the voices of many others in their heads and can draw on these voices freely when they compose. All of this suggests the concept of collaborative learning, in the vein of Kenneth Bruffee's work, suggesting that an educator's task involves engaging students in conversation among themselves at as many points in both the writing and reading process as possible. James Reither and Douglas Vipond explain that by developing claims cooperatively, collectively, and collaboratively the members of such a community-within-a-community learn from one another, teach, support, and sustain one another. Thomas Kuhn has done much to describe the ways in which specific discourse communities socially construct knowledge. Stanley Fish calls these phenomena interpretative communities." Educators need to give students opportunities to work within the many discourse communities represented in any classroom. In this way writing and reading become mutually reinforcing, and writers and readers become mutually supportive. (Forty-two references are attached.) (MG)

ED 318 032 CS 212 319

Mullin, Anne E.
Errors as Discourse of an Other.
PUB DATE- 24 Mar 90
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; Higher Education; Language Usage; Reader Response; *Reading Writing Relationship; Rhetorical Invention; Schemata (Cognition); *Self Concept; Writing (Composition); *Writing Evaluation; Writing Improvement
IDENTIFIERS- *Voice (Rhetoric)
Viewing language as both presentational and representational, or as having both manifest and latent content, can help writing instructors and student writers appreciate its full function and better understand the nature of writing errors. This essential duality of language usage is seen by its functions consisting of unconscious (primary process) and conscious (secondary process), both symbol and symbolized, both revealing and concealing. Apparent mistakes in the formal elements and content may have below-the-surface relationships brought about by uncertainty, conflict, defensiveness, and attendant affect. It is essential for the writer to undergo the transforming experience of seeing his or her other hitherto interior thoughts, aspects of self, exteriorized in writing as Other. By reading a person's own writing for what it says--with its gaps, brisures/articulations/joints, its absences and its presences, its movement along a signifying chain--it is possible for the writer to discover and appreciate this discourse of the Other and incorporate it into an expanded discourse--a discourse of a "Subject Who Knows More," or who comes closer to the full word. (Samples of student writing are included for discussion.) (KEH)

ED 317 687 CE 054 103

Burkhauser, Richard V.; Quinn, Joseph F.
Labor Force Participation of Older Workers. Background Paper No. 20.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 40p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4784-75-040-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Employed Women; *Employee Attitudes; Employees; *Employer Employee Relationship; *Employment Patterns; Health; *Incentives; Older Adults; *Retirement Benefits; Self Employment
IDENTIFIERS- *Social Security

The recent decline in the labor force participation rates of older Americans is well known and well documented. Dramatic changes in male participation rates occurred between 1968 and 1986. Declines were substantial as early as age 55 and as late as age 70. The trends for older women were much less dramatic. In 1988, nearly half of employed men and more than half of employed women aged 65 and over were working part time, voluntarily, compared to about 6 percent of men and 23 percent of women less than 65. Older workers were more likely to be self-employed than were members of any other age group. Determinants of the retirement decision included economic incentives, health, and labor market obstacles. Mandatory retirement has virtually been eliminated. Social security amendments will delay the age of eligibility for full retirement benefits to 67. These changes should work to increase the labor force participation of older workers, although recent research suggested that the impact will be modest. Little is known about how employer pension plans will change in response to social security rule changes. Surveys suggested that many older workers would like to retire gradually, although currently only a minority do. Policies that facilitate gradual retirement by making it less costly for firms to hire part-time workers and less costly for older workers to accept part-time employment should be considered. (A 73-item reference list is included in the document.) (CML)

ED 317 714 CE 054 263

Working in the Future. The Thinkahead Project Forum #3 (San Francisco, California, September 21, 1989). FIERI Forum Transcripts.
Whitman Inst., San Francisco, CA.
PUB DATE- 21 Sep 89
NOTE- 28p.
AVAILABLE FROM- Whitman Institute, P.O. Box 2528, San Francisco, CA 94126.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; *Educational Innovation; *Educational Trends; *Education Work Relationship; Elementary Secondary Education; *Employment Patterns; *Futures (of Society); Models; Outcomes of Education; Prediction; *School Business Relationship; Theory Practice Relationship; Work Environment

This document contains an edited transcript of a forum held as part of a research project called Thinkahead, which was designed to serve as a catalyst for developing educational models that will prepare people to think more critically and creatively in the world of the future. The forum participants, all business people concerned about the ways in which the educational system prepares young people for the world of work, were invited to share their experiences and recommendations. The three questions around which the discussion ranged were (1) What will be the basis of the future economy and how will it affect the workplace?; (2) Which thinking skills, interpersonal skills, and strategies will be necessary to create the world of the future?; and (3) How should young people be prepared for the envisioned future? The participants were Martin Covington, Institute of Personality Assessment and Research at the University of California at Berkeley; Caroline Boitano, BankAmerica Foundation and Bank of America-Giannini Foundation; Kit Durgin, Women's Foundation; Fernando Flores, Logonet, Inc.; Brenda McChesney, Pacific Bell; Cornell Maier, Kaiser Aluminum and Chemical Corporation; Saul Rockman, Apple Computer; and David

Stern, University of California at Berkeley. (CML)

ED 317 845 CE 054 720

Poole, Vicki
Classroom Activities in Employability Skills for Education for Employment. Bulletin No. 9479.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- 89
NOTE- 162p.
AVAILABLE FROM- Publication Sales, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Education Work Relationship; Elementary Secondary Education; Employment Potential; Integrated Activities; *Interpersonal Competence; *Job Search Methods; *Occupational Safety and Health; Problem Solving; State Curriculum Guides; *Work Ethic

This guide contains instructional activities intended to integrate a comprehensive program of instruction in employability skills into the local K-12 curriculum in Wisconsin. The nine employability skills taught are work ethic, commitment, communication, interpersonal relationships, responsibility, job-seeking and job-getting, reasoning and problem-solving, health and safety habits, and personal attributes. Beginning sections explain the document's background, list the employability skills and associated competencies, and introduce the instructional activities. Instructional activities follow for each employability skill. In each case, the activities appear in groups for lower elementary, upper elementary, middle-junior high, and high school students. For each activity, materials, procedures, evaluation methods, and enrichment activities are suggested. Materials such as checklists, sample letters to employers, sample reward stickers, interview questions, puzzles, mystery game clues, patterns to be duplicated, and assignment logs are included. Specific competencies being taught are also listed. (CML)

ED 317 872 CE 054 845

Classroom Activities in Communication: Technology Education.
Wisconsin State Dept. of Public Instruction, Madison.
REPORT NO.- Bull-No-8273
PUB DATE- 88
NOTE- 176p.; For "A Guide to Curriculum Planning in Technology Education," see ED 305 245. For related documents, see CE 054 842-844.
AVAILABLE FROM- Publication Sales, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707-7841.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Acoustics; *Communications; *Graphic Arts; Industrial Arts; Information Systems; Lasers; Layout (Publications); Learning Activities; *Photocomposition; *Printing; Secondary Education; State Curriculum Guides; Teaching Methods; Technical Education; Technology; Telecommunications; Vocational Education
IDENTIFIERS- *Wisconsin

This curriculum supplement was designed to correlate directly with "A Guide to Curriculum Planning in Technology Education," published by the Wisconsin Department of Public Instruction. It is also a companion book to three other classroom activity compilations, one in each of the other three major systems of technology--construction, manufacturing, and transportation. The entire set--the curriculum guide and the four activity books--follows the content organization given in the "Technology Education Content" fold-out chart in this guide. The activities are organized on the basis of how each supports one of the

communications concepts identified on the chart. Materials for this supplement were gathered from throughout Wisconsin and several other states, and most of them were developed by teachers. The eight sections of the guide include 24 activities grouped under the following topics: printing systems and processes, photographic systems and processes, graphic industry products, telecommunications systems and processes, computer systems and processes, electronic communications industry products, interactive light systems and processes, and acoustic storage and retrieval systems and processes. Each activity consists of a description, resources needed, objectives, evaluation focus, procedures, information sheets illustrated with line drawings, and (sometimes) tests and answer sheets. (KC)

ED 317 900 CG 022 414

Abrahamowicz, Daniel; And Others
The Concept of Balance: A Futuristic Perspective of Student Development.
PUB DATE- Mar 90
NOTE- 14p.; Paper presented at the Annual Meeting of the National Association of Student Personnel Administrators (New Orleans, LA, March 14-17, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Futures (of Society); Higher Education; *School Personnel; *Student Development; Student Needs
This document concerns the need for college and university student affairs professionals to prepare for the 21st century. It asserts that an understanding of the concept of balance can help student affairs professionals gain insight into how individual students use the academic process and the college experience for beneficial growth and development. Four presentations are included. "Student Development and the Practitioner" by Dan Abrahamowicz reviews some of the literature and research in the area of student affairs and concludes that, for the practitioner, the concept of balance reflects an equilibrium between theory and practice and between institutional ecology and structure and student needs. "Balance--A Practitioner's Experience" by Phil Whitner discusses his experiences as a student development professional. Focusing on his experiences with student-athletes, his concludes that the student's ability to determine, acquire, and balance a specific to fulfill a need deficit is an important step toward that student's development. "Balance--Departmental Perspective" by Don Sanz presents a general basic outline for college and university counseling centers. The outline includes sections on traditional versus non-traditional service delivery systems, future institutional concerns, and counseling center response for the future. "Balance--Divisional Perspective" by David McIntire identifies five critical areas that are instrumental in student development: staffing, operations, philosophy, modeling, and survival. Student affairs professionals are advised to attend to these critical areas. (NB)

ED 317 973 CS 010 021

Dougherty, Mildred; And Others
Building Decoding and Comprehension Skills into Whole Language.
PUB DATE- 10 Nov 89
NOTE- 15p.; Paper presented at the Meeting of the New Jersey Education Association (Atlantic City, NJ, November 10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basal Reading; *Beginning Reading; Class Activities; *Decoding (Reading); Learning Activities; *Phoneme Grapheme Correspondence; Phonemes; *Phonics; Primary Education; Reading Writing Relationship; *Whole Language Approach
IDENTIFIERS- *Nursery Rhymes
Nursery rhymes and written phonics used in a meaningful context are valuable teaching methods which can be applied in a whole language classroom or in conjunction with a basal reading program. Because nursery rhymes are rooted in oral tradition they lend themselves to oral presentation. They provide forms for the oral beginnings of the best of linguistic skills. Children can easily memorize the rhymes and act them out for the class. The rhymes can then be written down and used as reading material for the students. A simple cut-and-paste activity can help children learn phonics. Each phoneme is named and defined as it is introduced. The children then look through magazines to find examples of the phoneme they just learned and explain what they see in the picture and how they hear the sound in the topic, and they can attach a name to their picture. The contributions are then collected and the entire class reviews the pictures and the corresponding phonemes. The materials used in these activities are at hand and are inexpensive. (RS)

ED 317 765 CE 054 510

Ensor, Azelma
Redressing the Balance: The Role of TAFE in Aboriginal Education.
TAFE National Centre for Research and Development, Ltd., Leabrook (Australia).
REPORT NO.- ISBN-0-86397-165-2
PUB DATE- 89
NOTE- 72p.
AVAILABLE FROM- TAFE National Centre for Research and Development, 252 Kensington Road, Leabrook South Australia 5068, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Vocational Education; Continuing Education; *Dropout Prevention; *Educationally Disadvantaged; Enrollment Rate; Foreign Countries; *Occupational Aspiration; Racial Integration; School Holding Power; Student Attitudes; *Teacher Attitudes; Technical Education
IDENTIFIERS- *Aboriginal People; *Australia

This first of a series of four interrelated studies reviewed the current participation rates of Western Australia's Aborigines in technical and further education (TAFE) courses, surveyed 101 students in the Aboriginal Access course to identify problems they had, and surveyed teachers in the Access course and in mainstream vocational courses to identify strategies to increase Aboriginal enrollment in TAFE vocational courses. More than 68 percent of Western Australia Aboriginal students in TAFE courses were enrolled in the Aboriginal Access course in order to gain access to employment. However, entry to mainstream courses via the Access course is extremely low (traditionally, only about 21 percent of Access students move on to those courses). Few of the Aboriginal students surveyed in the second study reported major problems, and the problems most frequently reported were money and illness. Seventy-seven percent of the students surveyed reported a desire to work. The largest number (27 percent) aspired to paraprofessional careers, and another 19 percent wanted to be professionals. Response rate in the teacher survey (third study) was 60 percent from urban Access teachers but only 20 percent from urban mainstream teachers. The major prohibitive factors cited were low educational background, low literacy and numeracy skills, and lack of self-confidence. The two strategies most often suggested by teachers to overcome the major barriers to mainstream participation were not directly related to the factors they considered most prohibitive. The strategies were enclave support to increase self-development, counseling, and the overcoming of feelings of isolation; and the promotion of mainstream courses. The fourth study reported the findings of a rural educator's workshop. (The document includes 10 references, the survey instruments, and summaries of responses.) (CML)

ED 317 859 CE 054 741

Myth #5: Illiteracy Can Be "Cured" in One Generation.
Education Writers Association, Washington, DC.; Institute for Educational Leadership, Washington, D.C.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- Jun 88
NOTE- 7p.; For related documents, see CE 054 736-748.
AVAILABLE FROM- Education Writers Association, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Adult Basic Education; Adult Education; Basic Skills; Elementary Secondary Education; Functional Literacy; *Intergenerational Programs; *Literacy Education; *Parent Attitudes; Parent Child Relationship; *Parent Influence; Parents as Teachers; *Reading Aloud to Others; *Reading Strategies

Illiteracy is intergenerational and is correlated with poverty. Especially significant is the effect of the mother's education level on children's academic achievement. A number of recent initiatives are emphasizing the role of parents as reading boosters. However, this approach fuels the debate between those who view literacy as skill development for productivity versus those who see literacy as a means of empowering individuals. A meeting held in San Diego in 1988 highlighted another debate--between researchers who believe that not enough is yet known about strategies that work in remediating intergenerational literacy and practitioners who have had some success in educating parents to educate their children. (Addresses and telephone numbers for nine sources on intergenerational illiteracy issues are listed. Research in the area of parents as reading boosters is described. Brief descriptions of four programs--Parent and Child Education in Kentucky, a Boston storefront program, the Parent-Reader Workshops at New York City Technical College in Brooklyn, and New Chance, a pilot project at six sites--are included. A bar graph depicts the impact of parental reading habits on the frequency of children reading for pleasure.) (CML)

ED 317 928 CG 022 447

O'Sullivan, Rita G.
Evaluating a Model Middle School Dropout Prevention Program for At-Risk Students.
SPONS. AGENCY- Babcock (Mary Reynolds) Foundation, Inc., Winston-Salem, N.C.; North Carolina Univ., Greensboro. Center for Educational Research and Evaluation.; North Carolina Univ., Greensboro. Center for Educational Studies and Development.; Reidsville City Schools, N.C.
PUB DATE- Apr 90
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement; *Dropout Prevention; Grade 6; *High Risk Students; Intermediate Grades; Intervention; *Middle Schools; *Program Effectiveness; Self Concept; Student Motivation

The high school dropout rate is a matter for serious concern. Nationally, dropout prevention programs for at-risk youth have emerged and are increasing. In response to this situation a model middle school dropout prevention program was implemented for a small city public school system. This study assessed the effectiveness of the first year of the program. A variety of outcome measures are used to determine the program's impact. The results of the evaluation were then used as the base for program modifications in the second project year. The program encouraged students toward academic success. Students were paid wages in script for attending class, completing assignments, and behaving themselves. For the at-risk middle school sixth grade students (N=22) participating in the program, attendance, perceived competence, achievement test scores, and course grades were compared to test for significant differences at the end of the school year. The results indicated that students in the program did not demonstrate change on achievement criteria. No significant differences in self-perception between at-risk and not at-risk students were found. The consensus was that the positive aspects of the 9-month program were not sufficient to counterbalance the years of learned failure experienced by students in the program. It was concluded that if dropout prevention programs are to succeed they must increase their intensity of treatment. (ABL)

ED 317 942 CG 022 461

Slinski, Margaret D.
Building Communities of Support for Families in Poverty.
Massachusetts Univ., Amherst. Cooperative Extension Service.
PUB DATE- Jan 90
NOTE- 11p.; Paper presented at the Eastern Symposium on Building Family Strengths (6th, University Park, PA, April 17-20, 1990).
AVAILABLE FROM- University of Massachusetts, 15 Straw Avenue, Northhampton, MA 01060.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; *Community Coordination; *Community Development; Economically Disadvantaged; *Family Life Education; Inner City; *Leadership Training; Low Income Groups; Models; Social Change; Social Networks; *Youth Leaders
IDENTIFIERS- *Master Teacher in Family Life Model
The Master Teacher in Family Life model, developed by the University of Massachusetts Cooperative Extension, is intended to provide natural leaders within poor communities with information that will enable them to improve the quality of life in their neighborhoods. Building on strengths from within the community, the program trains leaders to: (1) support and advise individuals in need of family life information; (2) encourage networking within the poor community through information sharing and group building; and (3) begin community development efforts in order to maintain long-term change in quality of life for adults and youth living in inner city poverty. This document contains a description of the program, a summary of Master Teacher in Family Life accomplishments for the rural model in fiscal year 1990, and a brief outline of Springfield Master Teacher in Family Life Programming accomplishments for the Inner City Project in fiscal year 1989. (TE)

ED 318 003 CS 212 286

Fiction. Advisory List of Instructional Media.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Media Evaluation Service.
PUB DATE- Jan 90
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Literature; Annotated Bibliographies; Childrens Literature; Elementary Secondary Education; *Fiction; Literature Appreciation; *Reading Material Selection; *Recreational Reading
IDENTIFIERS- North Carolina
This advisory list includes annotations for 88 works of fiction, a list of 105 books favorably reviewed in other reviewing sources, and a directory of publishers mentioned. The list also includes suggested grade levels and the price of each book. (RS)

ED 317 675 CE 054 091

Kearsley, Greg
Introducing New Technology into the Workplace: Retraining Issues and Strategies. Background Paper No. 8b.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 35p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4760-75-012-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Computers; Decision Making; Dislocated Workers; Education Work Relationship; Employer Attitudes; *Employment Practices; *Job Skills; Labor Needs; Models; On the Job Training; Policy Formation; Postsecondary Education; Public Policy; *Retraining; Robotics; School Business Relationship; *Skill Development; Skill Obsolescence; *Technological Advancement; Telecommunications

Technological advances necessitate the continuous retraining of the work force. Three technologies are having greatest impact on the labor force: (1) the scope and depth of computer skills required by most jobs continue to expand; (2) robotics in manufacturing means that certain new jobs are more technical and require postsecondary education; and (3) telecommunications are becoming increasingly important in business. Consequently, a large proportion of workers is likely to be affected by one or more of these technologies. Three general effects of new technologies are skill twist, deskilling, and upskilling. Skill twist refers to the displacement of old skills with new ones. In deskilling, new technology reduces the level of skills required, and upskilling has the opposite effect. The nature of retraining for these three effects clearly differs; other influences are employee characteristics and organizational structures. Strategies for retraining include lifelong learning, use of educational technology, training sponsored by professional organizations, and vendor training materials. Issues in their use include affordability, accessibility, effectiveness, and the question of who is responsible--individuals or employers. Different policies are needed for skill twist, deskilling, and upskilling, as well as attention to the needs of groups whose level of literacy or economic circumstances limit their ability to participate in retraining. (33 references) (SK)

ED 317 701 CE 054 117

Schuster, Michael
Innovative Compensation Systems: Implications for Employers, Unions, and Government. Background Paper No. 33.

SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 47p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4786-75-042-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Collective Bargaining; *Compensation (Remuneration); Cost Effectiveness; Incentives; Income; *Innovation; Motivation; *Productivity; Public Policy; Quality of Working Life; *Salaries; Tax Credits; *Wages
IDENTIFIERS- *Gainsharing; Pay for Knowledge; *Profit Sharing; Two Tier Wage Plans

An examination of the innovative compensation systems called gainsharing, profit-sharing, pay-for-knowledge, two-tier wage plans, and lump sum bonuses has the following public policy implications: (1) more research is needed to evaluate the private and public sectors' experience with those alternative systems; (2) gainsharing and profit-sharing bonuses should not be given tax advantages because that would actually undermine those compensation plans; (3) the Department of Labor should reexamine the Fair Labor Standards Act to make it less difficult for employers to provide equal-percent gain- and profit-sharing bonuses in order to foster an atmosphere of teamwork while still complying with the act; (4) federal and state mediators should be trained to discuss the innovative systems during collective bargaining; (5) the money available to support area-wide labor-management committees such as the Buffalo-Erie County Labor-Management Council should be enhanced so that they can provide a delivery system for information dissemination; and (6) the government and employers should recognize that, regardless of the competition that has required employers to be cost-conscious when approaching wage decisions, there is nothing particularly innovative about reducing employees' wages and, in turn, their standard of living. (60 references) (CML)

ED 317 728 CE 054 418

Sharples, Steve, Comp.

The Training of Trainers in the United Kingdom: A Documentary Dossier.

European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-7605-1
PUB DATE- 87
NOTE- 72p.; For other documents in this series, see CE 054 415-417.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-49-87-503-EN-C: $5.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Computer Software; Continuing Education; Foreign Countries; *Industrial Training; Inservice Education; *Job Training; Postsecondary Education; *Professional Development; Secondary Education; Staff Development; *Teacher Education; Teacher Education Programs; *Trainers; *Vocational Education Teachers; Young Adults
IDENTIFIERS- *United Kingdom

This document synthesizes information on the training of trainers of young people in the United Kingdom. The report looks at the situation in the United Kingdom in relation to career patterns, mobility in and between various types of training situations (in companies, in training organizations, and in the vocational education system), as well as the provision of inservice and preservice training. The report provides information to researchers and practitioners on material available on the subject and the points of contact for further information in member states of the European Community. Specifically, the document defines the process of trainer training, discusses barriers and problems, provides a selective annotated bibliography of 35 items, and then discusses training as an occupation, training qualifications, trainers and the Youth Training Scheme, trainers and open learning, and the question of educators versus trainers. The following appendixes are included: (1) a list of organizations directly concerned with training of trainers; (2) the Voluntary Registration Scheme (VRS) Code of Practice; (3) a list of VRS Network Members; (4) a description of support available for trainers and open learning projects; and (5) a directory of open learning packages for use in trainer training. (KC)

ED 317 753 CE 054 491

Thomas, Constance D.; And Others
Tennessee Vocational Teacher Needs Assessment. A Research Study Identifying Secondary Vocational Teachers Professional Development Needs for Strategic Planning Purposes for the Five-Year Period Beginning 1989. Research in Tennessee Secondary Vocational-Technical Education.
Tennessee Univ., Knoxville. Dept. of Technological and Adult Education.
SPONS. AGENCY- Tennessee State Dept. of Education, Nashville.
PUB DATE- Jun 89
NOTE- 56p.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Attitudes; *Educational Needs; *Educational Planning; Education Work Relationship; Entry Workers; *Faculty Development; *Inservice Teacher Education; Program Improvement; Secondary Education; State Programs; *Teacher Characteristics; Teacher Qualifications; Vocational Education; *Vocational Education Teachers; Work Environment
IDENTIFIERS- *Tennessee

A study was conducted to identify areas of teacher and program needs in the state of Tennessee in order to plan for the future. Five secondary school systems were selected from each of the seven developmental districts in the state, for a total sample of 35 representative systems. From these 35 systems, 419 (of 587) vocational personnel completed a mailed questionnaire. Demographic data as well as information about teachers' educational status and long-range professional development goals were obtained. Additionally, information was obtained regarding the teachers' workloads, the makeup of the students served, and class size. Secondary teachers also rated the importance of 19 skills they needed to improve their instruction. The study found that 35 percent of the teachers plan to retire within the next 5 years. About 25 percent of the teachers had no lesson planning period, and about one-half of the secondary vocational teachers are teaching 1-hour exploratory programs only, showing that Tennessee's vocational education program is becoming exploratory as opposed to job preparatory. Several skills that would help vocational teachers were identified (motivating/disciplining students, assessing student interest, helping with career development updating technical skills, and acquiring computer skills) and should be incorporated into teacher education program, the study concluded. (18 references.) (Author/KC)

ED 317 791 CE 054 580

Annual Performance Report on Vocational Education Programs Funded under the Carl D. Perkins Vocational Education Act (P.L. 98-524) Administered by the State of Maine. Program Year 1988-1989.

Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Adult and Secondary Vocational Education.
PUB DATE- 31 Dec 89
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compliance (Legal); Employment Programs; Federal Legislation; *Federal Programs; *Job Training; Postsecondary Education; *Program Effectiveness; Secondary Education; State Federal Aid; *State Programs; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; *Maine
This report outlines accomplishments of the state of Maine in implementing the Carl D. Perkins Vocational Education Act during program year 1988-89. Information is provided for Title II, Part A (Vocational Education Opportunities Program) with regard to these categories: services for handicapped individuals, disadvantaged persons, adults in need of training or retraining, single parents and displaced homemakers, students in nontraditional programs, and services for criminal offenders in correctional institutions. Information is also provided for Title II, Part B (Program Improvement/Innovation/Expansion) in these categories: career guidance and counseling, curriculum development, personnel development, and program improvement. For Title III, Part A (Community-Based Organization Support Programs), information is provided for community-based, school-to-work transition programs. For Title III, Part B (consumer and home economics education), information is provided on programs and support services in depressed and nondepressed areas. Appendixes contain descriptions of exemplary programs and vocational education enrollment statistics for Maine for 1988-89 by program and by facility. (KC)

ED 317 819 CE 054 657

Wood, Jimmie
Exploring Construction Technology.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 87
NOTE- 306p.; For related documents, see CE 054 656-660. Document contains colored paper.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. 301401: $10.50).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Building Design; Career Exploration; Competency Based Education; *Construction (Process); *Construction Industry; *Construction Management; Curriculum Guides; *Facility Planning; Occupational Information; *Occupational Safety and Health; Problem Solving; Secondary Education; Technological Literacy; Trade and Industrial Education

These materials for a six-unit course were developed to help teachers help students develop technological literacy, career exploration, and problem-solving skills relative to the construction industry. The six units include an overview of construction, construction safety, design and planning, construction preparation, construction processes, and project completion. The first section is designed to teach teachers how to use the materials and includes an explanation of instructional elements, an instructional-task analysis for each unit, and a list of 15 references. The instructional elements for the units include objectives, suggested activities, a list of supplemental resources, information sheets, transparency masters, assignment sheets, job sheets, tests, and test answers. Some elements, such as the information sheets, include photographs, diagrams, and line drawings. (CML)

ED 317 833 CE 054 698

Kotlikoff, Laurence J.; Wise, David A.
The Wage Carrot and the Pension Stick. Retirement Benefits and Labor Force Participation.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
SPONS. AGENCY- National Bureau of Economic Research, Cambridge, Mass.; National Inst. on Aging (DHHS/NIH), Bethesda, MD.
REPORT NO.- ISBN-0-88099-081-3
PUB DATE- 89
NOTE- 166p.
GRANT- 3P01AG05842-01
AVAILABLE FROM- W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 (paperback, $11.95; hard cover, $20.95, ISBN-0-88099-082-1).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Compensation (Remuneration); Economic Research; *Fringe Benefits; Incentives; Older Adults; *Personnel Policy; *Retirement; *Retirement Benefits; Transportation
IDENTIFIERS- *Backloading (Pensions)

A study documented the continued backloading of pension benefits and the extent of retirement incentives by examining pension accrual in 1,183 U.S. defined benefit pension plans in 1979 and in one large Fortune 500 firm in 1984. Among the findings on the defined benefit pension plans were the following: many plans exhibit significant backloading; most plans generate substantial retirement incentives, often at the plan's age of early retirement; the extent of backloading and retirement incentives differs widely across firms; and early and normal retirement at age 55 is quite common among firms in the transportation industry. The analysis of the retirement response to the Fortune 500 company's pension plan yielded the following findings: most of the benefits accrued in the year the worker reached age 55, the plan's age of early retirement; the plan made pension accrual significantly lower after age 55, thus providing a very substantial incentive to retire at age 55 or shortly thereafter; and the pension plan increased the extent of early retirement between ages 55 and 60 by roughly one-third. (The document includes a 46-item reference list, 41 tables, 26 figures, and an index.) (CML)

ED 317 886 CG 022 398

High School and Beyond: A Planning Guide for Parents, Students, and Staff.
Tacoma School District 10, Wash.
PUB DATE- Apr 89
NOTE- 31p.; For a related document, see CG 022 397.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Career Planning; College Bound Students; High Schools; *High School Students; *Planning; Student Attitudes; *Student Educational Objectives; Student Interests; Vocational Education
IDENTIFIERS- *Washington (Tacoma)

This planning guide was written to assist Tacoma (Washington) public school students, working with parents and staff, in developing their career and educational goals. It was designed to be used by high school students in assessing their interests, attitudes, motivation, and awareness to implement a high school educational plan and post-high school direction. The section on planning for high school discusses these areas: making decisions; planning for high school; graduation requirements and suggested course schedules; suggested 9th through 12th grade schedules for students in vocational or college preparatory programs; helpful information regarding registration for grades 10 through 12; recommended pre-college curriculum; things to check for in grades 9, 10, 11, and 12; and testing. A section on career planning for vocational education students looks at vocational courses and programs available during high school and vocational opportunities after high school. A section on career planning for college-bound students discusses things to consider in choosing a college and examines college applications, financial aid, and scholarships. Also included are a list of relevant resources, a chart of formal training after high school, an educational plan sheet, a student information and enrollment form, and a curriculum offerings/course guide. (NB)

ED 317 914 CG 022 432

McGee, Elizabeth A.; Blank, Susan

A Stitch in Time: Helping Young Mothers Complete High School.
Academy for Educational Development, Inc., Washington, D.C.
REPORT NO.- ISBN-0-89492-068-5
PUB DATE- 89
NOTE- 77p.
AVAILABLE FROM- Academy for Educational Development, Publications Department, 1255 23rd Street, N.W., Washington, DC 20037 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Academic Persistence; *Adolescents; Dropout Prevention; *Early Parenthood; *High Schools; *Mothers; *Pregnant Students; Research; *School Policy

This report presents an overview of previous research on teenage mothers and education. The report provides practical advice on how educators can work with youth-service workers and community activists to reduce the institutional barriers that keep pregnant and parenting teenagers from remaining in or returning to a diploma-granting educational program or graduate equivalent degree. Chapters 1 and 2 offer a review of what is known about the current situation of pregnant and parenting students and how schools and school districts are responding to them. The third and final chapter offers guidelines on how to initiate a districtwide or school-based strategy for helping young mothers complete high school. It is pointed out that a limitation of this report is that it does not directly consider teenage fathers since young mothers are usually the custodial parents; nevertheless, many of the changes discussed in this report also speak to the educational needs of young fathers. The report concludes that helping teenage mothers when they are young, will, in many cases, help to set them on the path to self-sufficiency, lessening their need for extensive assistance when they are older and thus improving the prospects of their children as well. The appendix includes a list of resource organizations; questions for use in gathering information about students and school services; a list of documents from a New York city working group on educational opportunities for pregnant and parenting adolescents; and a policy statement on school-age parents from the Boston School Committee. (ABL)

ED 317 957 CS 010 005

Hafner, Lawrence E.; Stakenas, Robert
A Study of the Social Studies Reading Achievement and Reading Interests of a Group of Eighth Graders.
PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Content Area Reading; Grade 8; Junior High Schools; *Junior High School Students; Middle Schools; Readability; *Reading Achievement; Reading Comprehension; *Reading Interests; Reading Research; *Social Studies; Teaching Methods; Textbook Evaluation; *Vocabulary
IDENTIFIERS- Directed Reading Thinking Activities; Text Factors
A study investigated the reading achievement and reading interests of eighth graders reading meaningful segments from social studies textbooks. Subjects, 88 eighth-grade students enrolled in the Florida State University Developmental Research School, took several tests and inventories designed to gather data in the areas of capacity, achievement, and reading interests. Subjects read segments from social studies texts written at or below grade level and answered questions designed to test literal comprehension, inferential composition, and vocabulary understanding. Results indicated that (1) a sample of history textbooks was shown to give inaccurate, insipid treatments of important historical periods; (2) readability formulas are not good indicators of the comprehensibility of social studies selections as measured by literal and inferential comprehension questions; (3) the subjects scored very poorly on vocabulary test items; (4) technical selections containing geography and science concepts and relationships were especially difficult to understand; (5) a statistically significant number of the best readers compared to the poorest readers like to read mystery and adventure books; (6) teaching strategies designed to improve students' attitudes toward social studies should be tried; (7) authors of textbooks should use writing strategies designed to increase the comprehensibility of texts; and (8) teachers of social studies should use directed reading-thinking activities to stimulate greater involvement of students in discussions leading to attainment of concepts. (Two tables of data are included; 18 references and comments on sections of the Reference Skills Test are attached.) (RS)

ED 318 019 CS 212 305

Baghban, Marcia
Ayude a Su Nino con la Escritura (You Can Help Your Child with Writing).
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-166-9
PUB DATE- 90
NOTE- 17p.; Spanish translation of "You Can Help Your Child with Writing" (ED 302 846). Translated by Librada Hernandez and Nelly Hecker.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., P.O. Box 8139, Newark, DE 19714-8139 ($1.75 prepaid).
LANGUAGE- Spanish
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Early Childhood Education; Early Experience; Error Analysis (Language); *Parent Child Relationship; Parents as Teachers; Reading Aloud to Others; Spelling; Story Telling; *Writing Readiness; Young Children
IDENTIFIERS- *Beginning Writing; *Childrens Writing; Writing Models

Part of a series designed to provide practical ideas parents can use to help children become readers, this Spanish-language booklet focuses on how to encourage young children to write. The booklet describes the kinds of writing that children do, offers suggestions on how to encourage children to experiment with spelling, and urges parents not to be overly concerned with the correctness of their young child's writing. The booklet provides specific activities for parents, such as (1) practicing writing; (2) providing the child with easy access to writing materials; (3) celebrating children's authorship; (4) valuing their writing; (5) reading to the child; (6) encouraging a child's storytelling; and (7) encouraging children's teachers to incorporate writing as part of the daily curriculum. A list of 11 recommended books and articles and a list of resources available from the International Reading Association are appended. (SR)

ED 318 033 CS 212 320

Peterson, Linda H.
Editing Women's Texts: Issues of Cultural Expectations in Editing and Evaluating Women's Writing.
PUB DATE- 23 Mar 90
NOTE- 8p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Autobiographies; *Editing; Editors; *Females; *Personal Narratives; Sex Bias; *Sex Role; Sex Stereotypes; *Teacher Expectations of Students; Teacher Student Relationship; Victorian Literature; Writing Evaluation; *Writing Instruction
IDENTIFIERS- Feminist Scholarship
By examining two autobiographies by Victorian women, the role of editors in the composing and publishing of autobiographical texts can be explored, and questions can be raised about the way personal writing is assigned, edited, and evaluated in classrooms today. The autobiography of Margaret Oliphant, a prolific Victorian novelist and critic, was cut, pasted, and published after Oliphant's death by her niece, Mrs. Harry Coghill. Based on Coghill's editorial procedures, it appears that the content was edited to present a public version of Margaret Oliphant which conformed more fully to the idea of a good writer, good mother, and good woman. The autobiography of Elizabeth Davis, a working-class, single woman, as edited by Jane Williams, represents what the editor thought was appropriate writing for--and an appropriate self-presentation of--a working woman. The editor's position in relation to a Victorian woman's text is rather like the teacher's position in relation to personal writing done in the classroom. To what extent do teachers' comments on students' autobiographical writing reflect unstated cultural assumptions about gender? To what extent do textbooks identify "good" autobiographical writing with the features of one gender or another? To what extent should teachers/editors attempt to be gender-neutral? (SR)

ED 317 662 CE 053 876

Hayward, Becky Jon; Wirt, John G.
Handicapped and Disadvantaged Students: Access to Quality Vocational Education. National Assessment of Vocational Education Final Report. Volume V.
National Assessment of Vocational Education (ED), Washington, DC.
PUB DATE- Aug 89
NOTE- 122p.; For related documents, see ED 283 020, ED 290 881, ED 299 412, ED 297 150, ED 315 513-535, ED 315 536-549, and CE 053 873-875. Volume III has not yet been published.
AVAILABLE FROM- NAVE Room 3141, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Compliance (Legal); *Disabilities; *Disadvantaged Youth; Educational Improvement; Educational Policy; *Education Work Relationship; Exceptional Persons; *Federal Legislation; Federal State Relationship; Job Training; Policy Formation; Postsecondary Education; Program Effectiveness; Program Implementation; Program Improvement; Secondary Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Carl D Perkins Vocational Education Act 1984; National Assessment of Vocational Education
The National Assessment of Vocational Education (NAVE) examined how the federal law was implemented and federal funds were distributed under the Carl D. Perkins Vocational Education Act of 1984. This part of the study described the access of handicapped and academically disadvantaged high school students to vocational education and analyzed the quality of the programs in which these students participate. Analyses that address student enrollment patterns were based on the 1987 High School Transcript study. Some of the findings of the study are the following: (1) both handicapped and academically disadvantaged students enrolled in public high schools do have access to vocational education, and, in fact, they earn more credits than other students; (2) handicapped and disadvantaged students took a higher percentage of their course work in area vocational centers than did other students; (3) handicapped and disadvantaged students earned 37 percent of the credits in cooperative education programs as compared to 43 percent for advantaged students; (4) handicapped females earned considerably fewer credits in occupationally specific courses than any other group of students; and (5) students in schools with large concentrations of poor and low-achieving youth took fewer vocational courses than students in other schools. Recommendations were made for improving handicapped and disadvantaged students' access to high quality vocational programs and to cooperative education, for providing placement services, and for targeting funds to schools with high percentages of special needs students. (KC)

ED 317 741 CE 054 467

Educating Adults: Resources and Needs. An Account of the Inaugural Training Workshop of the Commonwealth Association for the Education and Training of Adults (Gujarat, India, March 22-28, 1987). Number 1.

Commonwealth Association for the Education and Training of Adults.; Indian Adult Education Association, New Delhi.

REPORT NO.- ISBN-0-9513486-0-4
PUB DATE- 88
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Cooperative Programs; Curriculum Development; Developing Nations; Educational Administration; Foreign Countries; *International Educational Exchange; Rural Development; *Rural Education; Rural Extension; *Urban Education; Womens Education
IDENTIFIERS- *Commonwealth Assn Education and Training of Adults; *India

This document reports on a training workshop on educating adults and on the birth of a new professional association. Section A describes the workshop's rationale, purpose, participants, environment, atmosphere, field trips, study groups, inauguration of the Commonwealth Association for the Education and Training of Adults (CAETA), speeches, and cultural and social exchanges. Included is a lengthy excerpt from a speech by New Zealander Penny Eames on the impact that India had on her during the length of the workshop. Section B contains reports from study groups on literacy and basic education, cooperatives in adult education, agriculture and rural development, vocational education and income-generating activities, women's education, and urban adult education. Section C is an attempt to draw out issues that emerged from discussion in the workshop as a whole. It addresses basic values; adult education, training, and development; the approach to curriculum; structures of adult education and training; cautions to adult educators; and a statement that in all social and economic development people are the greatest resource and the greatest need. In addition, this section contains a paper written on behalf of the workshop by Kazim Bacchus, University of Alberta, which covers these topics: what is vocational education or vocationally oriented education; evidence on the effectiveness of vocationally oriented education, policy implications, and program implications. Section D provides details about the inauguration of CAETA and attempts to chart its future course. Appendices contain lists of the interim steering committee, local organizing committee, support staff, volunteers, field visits, papers presented, and workshop participants. (CML)

ED 317 974 CS 010 022

Glazer, Susan Mandel
Creating Readers and Writers. Parent Booklet No. 165.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-165-0
PUB DATE- 90
NOTE- 17p.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., P. O. Box 8139, Newark, DE 19714-8139 (No. 165, $1.75 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Beginning Reading; *Early Reading; Elementary Education; *Parent Child Relationship; Parent Influence; Parent Materials; *Parent Role; Parents as Teachers; Prereading Experience; *Reading Attitudes; *Reading Writing Relationship; Young Children
IDENTIFIERS- Reading Motivation
Part of a series designed to provide practical ideas parents can use to help children become readers, this booklet focuses on how parents can encourage their children to read and write. The booklet describes how individuals learn to use language; discusses how to encourage the use of language; urges parents to build positive attitudes toward reading, writing, and speaking by praising the child's efforts and leaving correction for the classroom; suggests ways to demonstrate the purposes of reading, writing, and speaking; and encourages making books readily available to children, describing children's needs from birth to age 12 and including some book suggestions to meet these needs. A short list of recommended reading for parents and a list of resources available from the International Reading Association conclude the booklet. (SR)

ED 317 989 CS 010 049

Minimum Performance Test: Reading Grade 3, Item Specifications. Blue Prints for Testing.
Arkansas State Dept. of Education, Little Rock.
PUB DATE- 88
NOTE- 32p.; For a similar guide for language arts grade 3, see CS 212 327.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Grade 3; *Minimum Competencies; *Minimum Competency Testing; Primary Education; *Reading; *Reading Skills; State Standards; Student Educational Objectives
IDENTIFIERS- *Arkansas

Developed as part of the Arkansas Minimum Performance Testing Program (MPT), these item specifications relate to the third grade reading minimum performance test. There is one item specification for each instructional objective included in the MPT. Item specifications are intended to provide an overview of the general content and format of test items used to measure an instructional objective. Each item specification contains the following information: objective identification number; grade level; subject area; goal identification; skill description; stimulus attributes (information about the test item); response attributes (information about the correct answer and about possible incorrect answers); and sample items. Item specifications may be used in a variety of ways--for example, teachers may use them to develop evaluation instruments, to inform parents about the test, or to familiarize students with what to expect on the MPT. (SR)

ED 318 004 CS 212 287

Caldecott Award Books: Winners and Honor Books, 1938 to Present.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Media Evaluation Service.
PUB DATE- Feb 90
NOTE- 13p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Awards; *Childrens Literature; Elementary Education; Literature Appreciation; *Recreational Reading
IDENTIFIERS- *Caldecott Award; Honor Books; North Carolina; Trade Books
This bibliography lists the 53 Caldecott Award winning books and the "Honor Books" for the years 1938 to 1990. The bibliography includes the author, publisher, and year of publication for each selection. (RS)

ED 317 688 CE 054 104

Holzer, Harry J.
Labor Force Participation and Employment among Young Men: Trends, Causes, and Policy Implications. Background Paper No. 21.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 47p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4764-75-026-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Dropouts; Economic Development; Economic Factors; *Education Work Relationship; Employment Patterns; Labor Economics; Labor Force; *Labor Force Development; Labor Force Nonparticipants; *Males; Minority Groups; Models; *Outcomes of Education; Secondary Education; *Unemployment; Unskilled Occupations; Young Adults
This document reviews (1) recent trends in labor force participation and employment among young men, paying specific attention to high school dropouts and minorities because their participation and employment rates have particularly declined; (2) several potential causes for the trends (including a decline in the demand for the labor of these young men and the resulting fall in the wages they are likely to receive) and the empirical evidence for believing them to be causes; (3) evidence on recent trends in participation and employment for different groups of young people; (4) the standard economic model of participation that generates potential causes of these developments; and (5) the empirical literature on demand-side and supply-side causes of participation changes, as well as additional evidence on employment changes for minorities. A final section provides policy implications, suggesting that it may be appropriate to implement policies that discourage dropping out of high school and that raise the demand for labor among the less educated by either enhancing their skills or by lowering their costs to employers. (The document includes 4 tables and 80 references.) (CML)

ED 317 715 CE 054 320

Hevel, David; Donovan, Roger
Electrical Systems. Auto Mechanics Curriculum Guide Module 2. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jul 89
NOTE- 551p.; For related documents, see CE 054 321 and CE 054 709.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (Order No. 70-1802-I: $41.05).
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; Competency Based Education; *Electrical Systems; Electric Batteries; Electric Circuits; Electricity; Identification; Learning Activities; Learning Modules; *Lighting; *Motor Vehicles; *Occupational Information; *Repair; Secondary Education; Skilled Occupations; Trade and Industrial Education
IDENTIFIERS- Missouri

This document is one of a series of modules in the Missouri Auto Mechanics Curriculum Guide, which is based on 144 basic auto mechanics competencies identified on the Missouri Auto Mechanics Competency Profile. The instructor's materials in this document are for a 14-unit secondary education course. The following units are included: (1) principles of electricity; (2) electrical circuit design; (3) testing and diagnosing electrical circuits; (4) battery diagnosis and service; (5) starting systems; (6) disassembling, inspecting, testing, and repairing starter systems; (7) charging system components; (8) charging system diagnosis and repair; (9) inspecting, repairing, and replacing charging system components; (10) identifying, diagnosing, and testing automotive lighting systems; (11) repairing and replacing automotive lighting system components; (12) automotive gauges, warning devices, and driver information systems; (13) horn and wiper/washer systems; and (14) miscellaneous automotive accessories. The document begins with explanations of how to use the curriculum guide, how and why

student achievement of competencies is evaluated over several job sheets, and how the curriculum guide is packaged. Next is a table that associates individual instructional materials in the units with the competencies they teach. The instructional units include unit objectives, objectives specific to each lesson in the unit, references, information sheets or outlines, assignment sheets, job sheets, tests, and answers to tests. (CML)

ED 317 778 CE 054 525

Constantinides, Xenophon; And Others
The Training/Development of In-Company Trainers/Supervisors of Young People--The Case of Greece.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-826-0647-3
PUB DATE- 89
NOTE- 77p.; For related documents, see CE 054 520-521 and CE 054 526.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-56-89-328-EN-C).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Adult Education; *Adult Educators; Corporate Education; Education Work Relationship; Foreign Countries; Industrial Training; Job Analysis; Job Skills; Teacher Background; *Teacher Education; Teacher Role; *Trainers; Unions; Vocational Education; Young Adults
IDENTIFIERS- *Greece; *Train the Trainer
This document describes the training of the in-company trainer of young people in Greece. Chapter 1 describes the context of training. Chapter 2 describes the methodology used in the study including questionnaires, interviews, and a forum. Chapter 3 reports the results of the study in the following categories: training manager, in-company trainer, in-company trainee, and training of trainers. Chapter 4 provides the views of institutional and organizational representatives, training managers, trainers, trainees, and trade union representatives and includes the forum proceedings. Conclusions and a summary are provided in Chapter 5. Chapter 6 provides recommendations through the definition of the problem and guidelines for solutions. A six-item bibliography is included. Appendices include listings of enterprises and

organizations and their representatives; forum participants; questionnaire and interview schedules for training managers, educational and training organizations, trade union representatives, trainees, and trainers. (CML)

ED 317 805 CE 054 623

Fine, Marija Futchs
Networked Learning in 70001 Programs.
PUB DATE- Jul 89
NOTE- 19p.; Paper presented at the Adult Literacy and Technology Conference (Louisville, KY, July 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Literacy; *Basic Skills; *Computer Assisted Instruction; Computer Managed Instruction; *Computer Uses in Education; *Educational Technology; Functional Literacy; *Literacy Education; *Mathematics Instruction; Pacing; Young Adults
The 70001 Training and Employment Institute offers self-paced instruction through the use of computers and audiovisual materials to young people to improve opportunities for success in the work force. In 1988, four sites were equipped with Apple stand-alone software in an integrated learning system that included courses in reading and math, test scoring, and recordkeeping. 70001 staff evaluated participants and staff at the four sites from August 1, 1988 through June 30, 1989. The 84 participants spent from several weeks to more than 4 months on the networked system. On average, they worked through 16 problems for every 10 minutes spent on the computer. Eighty-two of the 84 participants felt successful as they worked through the program. Average grade gains for 47 participants at 3 sites were 1.41 for reading and 1.92 for math. The fourth site used a different scale, with results comparable to the other three sites, roughly equivalent to one grade gain for every 100 hours of instruction. 70001 field staff pointed out five weaknesses in the use of computers to present instructional material: a lack of clarity in some learning concepts, a need for special inservice training, limitations in student assessment procedures, difficulty in using some computer commands, and the need for suggestions to meet needs of students at varying levels. (The paper includes 15 pages of data tables, surveys, and survey responses.) (CML)

ED 317 846 CE 054 721

Imel, Susan; Kerka, Sandra
Career Education for Teen Parents. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Adolescents; Career Development; *Career Education; Dropout Prevention; Dropout Programs; *Early Parenthood; *Educational Needs; *One Parent Family; *Program Development; Program Effectiveness; Secondary Education; Womens Education
Adolescent pregnancy and childbearing rates remain higher in the United States than in most Western nations; more than 500,000 teenage girls have babies every year. As these teen parents mature, they have diminished educational and career expectations. A small number of programs directed toward the career needs of teenage parents was developed during the 1970s and 1980s; many more are needed. The trend is for these programs to share many of the same characteristics of dropout prevention programs. Specific career education components are included, such as assessment of aptitudes, career and vocational counseling, life skills development, preemployment preparation, and job development and placement. In addition, support services such as child care and transportation are provided. Characteristics of successful programs for teen parents include established sites that can provide services for nontraditional students, support and referral networks, and newsletters. Equity goals must be remembered when developers design programs for teen parents, and teens need to be encouraged to aspire to higher-wage jobs to support themselves and their children. However, gender-role biases need to be addressed. (This fact sheet provides information that can be used in developing programs for teen parents. It includes an annotated list of 14 print resources and addresses of 12 resource organizations that can be contacted for more information.) (KC)

ED 317 873 CE 055 587

Barton, Paul E.; Kirsch, Irwin S.
Workplace Competencies: The Need To Improve Literacy and Employment Readiness. Policy Perspectives Series.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- IS-90-987
PUB DATE- Jul 90
NOTE- 44p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; Basic Skills; *Employment Potential; *Employment Qualifications; *Entry Workers; Futures (of Society); High School Graduates; *Job Skills; Labor Needs; *Literacy; Minority Groups; *Young Adults
IDENTIFIERS- *Workplace Literacy
Employers find it increasingly difficult to hire competent workers, in part because expectations are rising in the face of global competition. A single standard of literacy is an inadequate measure. The National Assessment of Educational Progress' profile of 3,600 young adults measured three types of literacy: prose (reading and interpretation), document (using tables and charts), and quantitative (performing numerical operations). The study concluded that, among entry workers, (1) relatively small proportions are proficient at moderate or relatively complex tasks; (2) minority groups' scores were generally lower; and (3) the longer the time in school, the higher the literacy proficiency. More information is needed about the literacy levels of occupations. In addition to literacy, employers are demanding employability, problem-solving, interpersonal, and other skills. Some claim that the future workplace may have even higher requirements. Clearly, present literacy levels are too low to meet even current needs. The following actions are recommended: (1) address information processing skills; (2) expand proficiency measures beyond classroom reading; (3) develop instructional approaches that simulate real experience; and (4) improve evaluation measures by developing employment readiness profiles, conducting longitudinal literacy studies, and analyzing the literacy needs of occupations. (23 references) (SK)

ED 317 901 CG 022 415

Kimmel, Allan J.
Psychological Correlates of the Transmission and Acceptance of Rumors about AIDS = Correlates Psychologiques Entre la Transmission et l'Acceptation des Rumeurs sur le SIDA.
PUB DATE- 6 Jun 89
NOTE- 16p.; Paper presented at the Annual International Conference on Acquired Immunodeficiency Syndrome (5th, Montreal, Quebec, Canada, June 4-9, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Anxiety; *Behavior Change; College Students; Higher Education; *Predictor Variables
IDENTIFIERS- *Rumors
Public reactions to the Acquired Immune Deficiency Syndrome (AIDS) crisis are accompanied by the sorts of emotional and cognitive factors that have been identified by researchers as predictors of rumor generation and transmission. The present investigation attempted to ascertain the extent that various subjective factors (including anxiety, uncertainty, importance, and credulity) underlie the transmission and acceptance of widespread misconceptions about AIDS. A rumor questionnaire that listed 10 prevalent misconceptions about AIDS was completed by 229 college students. Rumors in the questionnaire were identified through consultation with AIDS rumor control hotlines, local health clinics, and the American Red Cross. The rumors consisted of prevalent misconceptions and myths about AIDS, focusing on alleged modes of transmission of the AIDS virus, circumstances surrounding the human immunodeficiency virus antibody test, and celebrity gossip. Consistent with predictions derived from a current rumor theory (Rosnow, 1980; 1988), rumor-specific anxiety was found to be the strongest predictor of AIDS rumor transmission. An unexpected finding was that subjects who reported having changed their behavior as a result of the AIDS crisis also were likely to transmit AIDS rumors. Anxiety-provoking rumors perceived as important and personally consequential were most likely to be believed. These findings have implications for AIDS public education campaigns. (Author/NB)

ED 317 943 CG 022 462

Applegate, Jeffrey S.; Kaye, Lenard W.
Male Caregivers of the Elderly: The Integrity of Their Family Support Networks.
SPONS. AGENCY- American Association of Retired Persons, Washington, DC. Andrus Foundation.
PUB DATE- Nov 89
NOTE- 29p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (42nd, Minneapolis, MN, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Children; Family Attitudes; *Family Caregivers; Family Relationship; *Family Role; *Frail Elderly; Long Term Care; *Males; *Sex Differences; *Social Support Groups
Because women have predominated as caregivers of the elderly, very little is known about the family support systems of men who assume this role. This study, based on a national study of male caregivers, examined the availability and level of family help received by male caregivers; the closeness, allegiance, and supportiveness in their families; and the relationship between these variables and such issues as caregiver burden and the degree of affectionate reciprocity between the caregivers and the recipients of their care. The results revealed that the average male caregiver was a white, protestant, middle class, moderately well-educated, retired man who was 68 years old. Most caregivers were husbands taking care of their wives. A minority were sons caring for a parent; instances of men helping in-laws, siblings, or friends were rare. Caregivers spent many hours each day performing a broad range of caregiving tasks and had been doing so for long period of time. Although most had living children or siblings, levels of concrete assistance from relatives were uneven. Study findings have implications for gender-sensitive service delivery and suggest directions for future research on male caregivers. (Author/NB)

ED 317 820 CE 054 658

Bowers, Donovan; Kellum, Mary
Exploring Energy, Power, and Transportation Technology.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 87
NOTE- 334p.; For related documents, see CE 054 656-660. Document contains colored paper.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. 301601: $12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Exploration; Competency Based Education; Curriculum Guides; *Energy Education; *Energy Management; *Energy Occupations; Futures (of Society); Occupational Information; *Power Technology; Problem Solving; Secondary Education; Technological Literacy; *Transportation; Vocational Education

These teacher's materials for a seven-unit course were developed to help students develop technological literacy, career exploration, and problem-solving skills relative to the communication industries. The seven units include an overview of energy and power, principles of energy and power, power production and conversion, power transmission and storage, transportation systems, transportation technical subsystems, and future projections. The first section is designed to teach teachers how to use the materials and includes an explanation of instructional elements, an instructional-task analysis for each unit, and a list of 24 references. The instructional elements for the units include objectives, suggested activities, information sheets, transparency masters, assignment sheets, job sheets, tests, and test answers. Some elements, such as the information sheets, include photographs, diagrams, and line drawings. (CML)

ED 317 860 CE 054 742

Myth #6: Schools Know How To Work With Parents.
Education Writers Association, Washington, DC.; Institute for Educational Leadership, Washington, D.C.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- Jul 88
NOTE- 7p.; For related documents, see CE 054 736-748.
AVAILABLE FROM- Education Writers Association, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Adult Basic Education; Adult Literacy; *Basic Skills; *Educationally Disadvantaged; Elementary Secondary Education; *Family Influence; *Family Involvement; *Family School Relationship; Functional Literacy; Intergenerational Programs; *Literacy Education; *Parent Participation; Poverty; Success

IDENTIFIERS- Even Start

Efforts to solve intergenerational literacy must focus on the family as a unit. However, schools traditionally have a poor track record in dealing with minority/disadvantaged students and involving their parents. Studies have demonstrated the importance of family/community influence on children as well as the cultural and linguistic insensitivity of school strategies. The structure of parent-school cooperation must be changed in order to use school resources to help parents become more literate and in turn help their children. The new Even Start federal program is one initiative toward this goal. Other successful programs such as Parents as Teachers (Missouri), the Family Matters program (Cornell University), and New York City's Project Prepare demonstrate the importance of giving parents a voice in school governance, thereby empowering them to break the illiteracy cycle. (Five "ideas to explore" are suggested and the names, addresses, and phone numbers of six resources are given.) (CML)

ED 317 929 CG 022 448

Karen, Carolyn Starr
Personal Development and the Pursuit of Higher Education: An Exploration of Interrelationships in the Growth of Self-Identity in Returning Women Students. Summary of Research in Progress.
PUB DATE- 90
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
AVAILABLE FROM- Carolyn Starr Karen, Department of Student Life, Douglass College/Rutgers University, New Brunswick, NJ 08903.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; College Students; *Females; Higher Education; *Individual Development; *Nontraditional Students; *Reentry Students; *Self Concept
Despite the large and growing numbers of adult women enrolled in college programs in this country today, there have been few attempts to identify and analyze the underlying psychosocial issues which propel women onto campuses as "nontraditional" students or the personal changes they experience as a result. This study examined the relationship between personal choice and the social-historical context of individual lives in women enrolled in a college program for returning women. The life history method was used with 15 returning college women ages 30-45. The life history method was chosen because the goal of the research was to collect individual "voices" which have been missed by traditional objective research. Thematic and lexical analysis revealed a varied group of themes. The need to differentiate self from others was often a predetermining factor in the decision to return to college. Feelings of support from and connectedness to others was a significant aspect of subjects' ability to persevere toward completion of their degrees. The women shared an increased sense of competence and personal power, as measured by their new ownership of knowledge. A love of learning, as well as the thrill of classroom achievement seemed to mark their academic careers. The process of sharing their thoughts, feelings, and experiences with the researcher resulted in mutual self-discovery and provided additional nourishment for the respondents' growing sense of empowerment. (ABL)

ED 318 005 CS 212 288

Newbery Award Books: Winners and Honor Books, 1922 to Present.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Media Evaluation Service.
PUB DATE- Feb 90
NOTE- 12p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Awards; *Childrens Literature; Elementary Education; Literature Appreciation; *Recreational Reading
IDENTIFIERS- Honor Books; *Newbery Award; North Carolina; Trade Books
This bibliography lists the 69 Newbery Award winning books and the "Honor Books" for the years 1922 to 1990. The bibliography includes the author, publisher, and year of publication for each selection. (RS)

ED 317 702 CE 054 118

Stern, Robert N.
Employee Ownership Plans. Background Paper No. 34.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.

PUB DATE- Sep 89
NOTE- 55p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4778-75-032-04
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Economic Opportunities; Employee Responsibility; *Employees; Employer Attitudes; *Employer Employee Relationship; *Fringe Benefits; Industrial Structure; Labor Legislation; Labor Relations; Organizational Development; *Ownership; *Participative Decision Making; Personnel Management; *Productivity; Retirement Benefits
IDENTIFIERS- Employee Retirement Income Security Act; *Employee Stock Ownership Plans

Employee ownership through employee stock ownership plans (ESOPs) was first mentioned in federal legislation in the Regional Rail Reorganization Act of 1973. Since then, at least 19 pieces of federal legislation have been enacted that deal with employee ownership in some way, including the Employee Retirement Income Security Act (ERISA) and tax legislation. Among the results of such legislation have been the slight broadening of the holding of stock, the provision of an important employee benefit, and the ability of entrepreneurs to manage financial needs. These benefits have come without decreases in company performance, but there is evidence that increased performance is possible if ownership is coupled with participative decision making. To encourage employee ownership, the U.S. Department of Labor should (1) support the formation of state-level organizations to facilitate employee ownership and to help implement the necessary changes in labor relations; (2) make available information on Internal Revenue Form 5500C so researchers can study whether companies use employee ownership to replace pension plans or offer it as simply an additional benefit; and (3) develop a simplified ESOP document. Securities and Exchange regulations should give employee shareholders the same rights held by bondholders in firms of 500 or more employees. (53 references) (CML)

ED 317 729 CE 054 420

Spronk, G. M. G.
Vocational Training in the Netherlands. A Selected Bibliography.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-825-6595-5
PUB DATE- 86
NOTE- 68p.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-47-86-357-EN-C: $4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Citations (References); Developed Nations; Disabilities; Education; *Educational Legislation; *Education Work Relationship; Foreign Countries; Government Role; *Job Training; Migrant Education; Teacher Education; *Technological Advancement; Womens Education; *Youth Employment
IDENTIFIERS- *Netherlands
This annotated bibliography about vocational training in the Netherlands is organized in 10 sections that cover the following topics: (1) literature on the vocational training system; (2) literature regarding developments and ideas of the government regarding vocational training; (3) legislative literature; (4) the upper secondary education; (5) transition from school to work; (6) education and training for unemployed youth/youth unemployment; (7) vocational training for adults; (8) vocational training for special groups (persons with disabilities, migrants, women); (9) technological developments; and (10) training for teachers vocational training. Citations contain title, author, publication information, and an abstract. (KC)

ED 317 754 CE 054 492

Askov, Eunice N.; Sherow, Sheila M.
Workplace Technical Assistance Program (WorkTAP). Section 353 Special Project. (7/1/88-6/30/89).
Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.

PUB DATE- 28 Aug 89
NOTE- 97p.
CONTRACT- 99-9007
AVAILABLE FROM- Institute for the Study of Adult Literacy, Pennsylvania State University, 204 Calder Way, Suite 209, University Park, PA 16801.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Basic Skills; *Cooperative Programs; *Education Work Relationship; Functional Literacy; *Literacy Education; *School Business Relationship
IDENTIFIERS- *Pennsylvania; *Workplace Literacy
This document is the final report of the first year's operation of a project designed to train literacy and adult education providers and organizations in business, industry, and labor to develop and implement effective workplace literacy programs. The program, which operates in Pennsylvania on the state and regional levels, initiates the establishment of partnerships between providers and organizations for collaborative efforts in the assessment of workplace literacy needs, the design of job-specific basic skills instruction, and the implementation of appropriate workplace literacy programs. The first nine pages of the document consist of an abstract that reports the program's first-year accomplishments (including the training of four consultants to conduct regional workplace literacy workshops and to provide one-to-one mentoring upon request); an introduction; a statement of the workplace literacy problem; a list of first-year goals and objectives; a procedures section; and recommendations for future projects. The remainder of the document is an appendix containing a brochure; workplace literacy workshop materials; an 11-item resource list; logs and evaluation forms; and summaries of project workshop evaluations. (CML)

ED 317 766 CE 054 511

Binns, Jennifer
Reskilling Rita. Women's Access to TAFE in Australia: An Evaluation of Re-Entry Courses for Mature-Age Women, and Their Links to Further Study and Employment.
TAFE National Centre for Research and Development, Ltd., Leabrook (Australia).
REPORT NO.- ISBN-0-86397-149-0
PUB DATE- 89
NOTE- 136p.
AVAILABLE FROM- TAFE National Centre for Research and Development, 252 Kensington Road, Leabrook South Australia 5068, Australia.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Education; Accreditation (Institutions); Adult Education; Ancillary School Services; *Articulation (Education); Disabilities; Educationally Disadvantaged; Education Work Relationship; Equal Education; Foreign Countries; Limited English Speaking; One Parent Family; *Outcomes of Education; Prisoners; *Reentry Students; Retraining; Rural Population; *Womens Education
IDENTIFIERS- Aboriginal People; *Australia; TAFE (Australia)
An evaluation of the New Opportunities for Women (NOW) program in Western Australia was undertaken. Questionnaires were mailed to a stratified random sample of NOW enrollees. Responses were received from 308 women, a 45.7 percent response rate. Findings included the following: 81 percent of NOW students went on either to paid employment or further study; 62 percent of all students who enrolled in a NOW course progressed to further study; 76 percent of students who took all 5 units of the integrated program progressed to further study; NOW facilitated access to further study irrespective of previous educational level; 75 percent of students who undertook further study did so at Technical and Further Education (TAFE) colleges; 57 percent of NOW students found paid employment; and 44 percent participated in volunteer work. However, women's access courses struggled to survive on the margins of TAFE funding arrangements and within an often unsympathetic climate. Lack of services, such as child care, had prevented women from undertaking NOW. Among policy recommendations, the following were included: increasing efforts to provide NOW courses, dropping fees where they had been introduced, providing child care, and expanding courses for women with special needs. (The document also includes an extensive review of women's programs in Australia, a listing of terms and abbreviations, a 30-item bibliography, and 6 appendices that provide questionnaires and data tables.) (CML)

ED 317 792 CE 054 586

Brindley, Jane E.
Retention Strategies: A Pre-Admission Program for Adult Distance Learners.
PUB DATE- Apr 89
NOTE- 10p.; Paper presented at the Making Learning Systems Work Conference (Birmingham, AL, April 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Access to Information; *Admissions Counseling; Adult Students; *College Programs; Continuing Education; *Distance Education; External Degree Programs; Foreign Countries; Higher Education; Nontraditional Education; Open Universities; Orientation Materials; Outreach Programs; Postsecondary Education; *School Orientation; *Self Evaluation (Individuals); Student Evaluation
IDENTIFIERS- *Athabasca University AB

Provision of orientation programs is of primary importance in postsecondary education in order to help students assess themselves in relation to the challenge presented by their chosen program and institution and to develop the skills necessary to meet that challenge. Open institutions using distance teaching methods have a special responsibility to ensure that prospective students are not set up for failure by the promise of accessibility and flexibility. Athabasca University in Edmonton, Ontario, Canada, tries to meet this responsibility by supplying a range of preadmission services that can be delivered through a variety of modes to prospective and new students. These services include: (1) information; (2) orientation; and (3) a self-assessment questionnaire to help students or prospective students determine their reasons for returning to study and the commitment they can make to it. Evaluation of preadmission services is ongoing to ensure that they are meeting student needs. For the future, Athabasca University will attempt to improve preadmission services through increasing accessibility, using new technologies, and taking a more integrated approach. (KC)

ED 317 834 CE 054 699

Coyle-Williams, Maureen
Selected Resources on Developing Vocational Programs for Individuals with Limited English Proficiency. TASPP Brief.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 89
NOTE- 5p.; Product of the Technical Assistance for Special Populations Program (TASPP), College of Education, Univesity of Illinois at Urbana-Champaign Site.
AVAILABLE FROM- National Center for Research in Vocational Education Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Access to Education; Demonstration Programs; *Limited English Speaking; Postsecondary Education; Professional Development; *Program Development; Secondary Education; *Special Needs Students; *Teacher Education; *Vocational Education
This publication contains annotations of two publications useful for planning and implementing vocational training programs for individuals with limited English proficiency (LEP) and five publications for teacher training and professional development in the LEP area. A five-item reference list is included as well as an invitation to submit descriptions of vocational programs for individuals with special needs, for an effort to identify exemplary programs. (CML)

ED 317 887 CG 022 399

Educating America's Youth against Drugs: Federal Drug Abuse Education Strategy. Hearing before the Select Committee on Narcotics Abuse and Control. House of Representatives, One Hundred First Congress, First Session.

Congress of the U.S., Washington, DC. House Select Committee on Narcotics Abuse and Control.

REPORT NO.- House-SNAC-101-1-9

PUB DATE- 26 Jul 89

NOTE- 123p.; Some pages contain small, light type.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adolescents; *Alcohol Education; Children; Drug Abuse; *Drug Education; Federal Government; *Government Role; Hearings; *Prevention

IDENTIFIERS- Congress 101st

This document presents witness testimony and prepared statements from the Congressional hearing held to review the federal drug abuse education strategy for educating American youth against drugs. Opening statements are included from presiding Congressman Charles Rangel and from Representatives Lawrence Coughlin, James Scheuer, Nita Lowey, Benjamin Gilman, and Bill Paxon. Testimonies are provided from these witnesses: (1) Lauro Cavazos, Secretary of Education; (2) Dick Hays, director for the Drug Abuse Prevention Oversight Staff in the Office of the Secretary of Education; (3) Laurey Stryker, the assistant commissioner of education for the Florida Department of Education; (4) William McCord, director of the Commission on Alcohol and Drug Abuse for the state of South Carolina and a member of the National Association of State Alcohol and Drug Abuse Directors; and (5) Edward Zubrow, the special assistant to the superintendent of the Philadelphia (Pennsylvania) Public Schools, on behalf of the Council of Great City Schools. Secretary Cavazos reviews accomplishments of the Department of Education drug and alcohol prevention strategy and discusses new initiatives of the Department. He notes that the Department of Education supports efforts by states and local communities by providing leadership, disseminating information, and providing technical and financial assistance. Each of these areas is covered in Secretary Cavazos' statement. (NB)

ED 317 915 CG 022 433

Mayton, Daniel M., II; Nagel, Elizabeth A.
Value Differences across Tobacco Use Levels among Rural Adolescents.

SPONS. AGENCY- Department of Education, Washington, D.C.
PUB DATE- 28 Apr 90
NOTE- 18p.; Paper presented at the Annual Meeting of the Western Psychological Association (70th, Los Angeles, CA, April 26-28, 1990).
GRANT- G008720244
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Differences; Predictor Variables; Rural Areas; Secondary Education; Secondary School Students; *Smoking; Social Values; *Tobacco; *Values

Given the increase of tobacco use among adolescents, the understanding of the personality variables and characteristics which are associated with tobacco use is a critical issue today. This study attempted to identify differences and similarities among the value hierarchies of adolescents who have never tried tobacco, adolescent tobacco experimenters, and adolescents who use tobacco daily. A questionnaire assessing tobacco usage, selected demographic information, and terminal values with the Rokeach Value Survey, was administered to 5,128 adolescents from grades 7 through 12. The priority placed on the terminal values of health, family security, a comfortable life, a world at peace, a sense of accomplishment, an exciting life, mature love, pleasure, social recognition, national security and salvation were statistically significant in differentiating the three groups of adolescents. Experimenters placed significantly higher priorities on the terminal values of health and a world at peace as compared to the daily users. Daily users placed significantly higher levels of emphasis on the values of a sense of accomplishment, mature love, and salvation than the tobacco experimenters did. Non-users placed significantly higher priorities on family security, a world at peace, a sense of accomplishment, and salvation as compared to experimental users. Terminal value hierarchies of abstainers stressed health, family security, a world at peace, salvation, and national security more than indicated by daily users. (Author/ABL)

ED 317 958 CS 010 006

Kincade, Kay M.; Kleine, Paul F.
Children's Reading Task by Gender Interactions: Implications for Research and Practice.
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Resear h Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Age Differences; Elementary Education; Grade 2; Grade 5; *Reading Comprehension; Reading Processes; Reading Research; Recall (Psychology); *Sex Differences; Theory Practice Relationship
IDENTIFIERS- Cognitive Demands; Cued Recall; Free Recall

A study examined the effect of gender, age, and cognitive task on three types of reading recall. Subjects, 40 boys and girls in the second grade and 40 in the fifth grade from a suburban Northeast school system, all reading at or above grade level, performed cued or free recall on four high-interest short stories. Reading recall was assessed via the number of explicit idea units (explicit text details), implicit idea units (inferences), and figurative idea units (metaphors and/or analogies) recalled. Results showed significant main effects for age and task, as expected, with clear differences favoring fifth graders over second graders and favoring subjects in the cued condition over the free. No main effect was found due to gender differences; however, sharp differences between boys and girls were found depending upon the information retrieval task they were assigned. Boys' and girls' reading recall performances differed dramatically, with boys demonstrating superior recall in the cued condition and girls in the free condition. Findings suggest that boys need more structure in their recall tasks, while girls are better at imposing their own structure. The study illustrates the importance of continued attention to gender as it interacts with reading recall in complex ways. A follow-up study combining quantitative and qualitative research methods will address the issue of why the present results might have occurred. (Four figures and four tables of data are included; 18 references are attached.) (SR)

ED 317 975 CS 010 023

Robinson, H. Alan; And Others
Reading Comprehension Instruction 1783-1987: A Review of Trends and Research.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-745-4
PUB DATE- 90
NOTE- 215p.
AVAILABLE FROM- International Reading Association, 800 Barksdale Rd., Newark, DE 19714-8139 (Book No. 745; $9.00 member, $13.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Historical Materials (060)
DESCRIPTORS- Cognitive Processes; Educational History; Elementary Education; *Reading Comprehension; *Reading Instruction; *Reading Research; Surveys; Teaching Methods; Theory Practice Relationship; Trend Analysis
This book examines the methods, materials, outcomes, and technologies of past literacy practice, with special focus on the teaching of reading comprehension. The book presents a study of published texts on reading comprehension instruction in America in the "preresearch" period (1783-1910), as well as published research reports from 1910 through 1987. The book argues that many of the trends in comprehension instruction can be traced to developments in American psychology and looks at future directions for both the practitioner and the researcher. A review of all the studies focused on reading comprehension instruction discussed in the book and an alphabetical listing by author of each study are included in the appendixes. (KEH)

ED 317 990 CS 010 130

Langer, Judith A.; And Others
Learning to Read in Our Nation's Schools: Instruction and Achievement in 1988 at Grades 4, 8, and 12. Report No. 19-R-02.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- ISBN-0-88685-102-5
PUB DATE- Jun 90
NOTE- 119p.; For related reports, see ED 315 728 and CS 212 391.
GRANT- G-008720335
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Rd., Princeton, NJ 08541-0001 ($14.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Grade 4; *Grade 8; *Grade 12; *Reading Achievement; Reading Attitudes; *Reading Comprehension; *Reading Instruction; Reading Tests; School Surveys; Student Evaluation; Teacher Attitudes
IDENTIFIERS- *National Assessment of Educational Progress
To assess the reading achievement of American school children, the National Assessment of Educational Progress (NAEP) surveyed nationally representative samples of approximately 13,000 students at grades 4, 8, and 12 attending public and private schools across the nation. Students read a variety of literary and informative passages and then answered a series of multiple-choice and open-ended questions designed to measure their ability to read and comprehend these passages. In addition, students provided background information about their reading experiences both in and out of school. To supplement this information, the teachers of fourth graders participating in the assessment completed a questionnaire about the instruction their students received. Findings indicated that: (1) the average reading proficiency of students increased substantially from grades 4 to 8 and less dramatically from grades 8 to 12; (2) at all three grade levels, there were great differences in reading proficiency according to socioeconomic status; (3) more proficient readers reported home and school environments that emphasized academic achievement; (4) students reported doing very little reading in school and for homework; (5) students' interest in books seems to decrease as they progress through school; (6) emphasis on beginning reading instruction in grades 1, 2, and 3 is overwhelmingly phonics-based; (7) instruction for most fourth graders is based on a single basal reader; and (8) reasoning activities are not emphasized in class. (Extensive tables of data are included; a procedural appendix and an appendix of data are attached.) (NKA)

ED 318 020 CS 212 306

Logan, Shirley W.
Facilitating Student and Teacher Empowerment in a Writing Computer Lab.
PUB DATE- Mar 90
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Higher Education; Man Machine Systems; *Peer Teaching; Teaching Methods; *Writing Instruction; *Writing Laboratories; Writing Research
IDENTIFIERS- Collaborative Teaching; *Empowerment; Writing Development

Concern that computers in the classroom might alienate learners and depersonalize learning raises questions about the impact of computers on writing instruction. A study examined relationships in one school's computer writing lab among instructor, student tutors, and students through what was called the "computer lab matrix of interaction." Observations highlighted the possibility that such a laboratory can promote: (1) exchanges among participants, all of whom become co-learners; (2) the communicative nature of writing; (3) reduction of technophobia (fear of technology); (4) creativity; (5) greater success in writing instruction; and (6) reassertion of the primacy of persons over technology. (A diagram is attached.) (SG)

ED 318 034 CS 212 322

Sprunk, William A., Jr.
Creating a Classroom Atmosphere.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Audience Awareness; *Classroom Environment; *Cooperation; Cooperative Learning; Group Dynamics; *Group Unity; Higher Education; *Instructional Effectiveness; Secondary Education; *Teaching Methods; Writing Exercises; *Writing Instruction; Writing Teachers
IDENTIFIERS- Collaborative Learning; *Collaborative Writing
Plain talk is the cornerstone for creating a classroom atmosphere in which students want to learn to improve their writing. As much as possible, the jargon and technical terminology of the profession of English should be eliminated. Teachers will know what level of language to use if they determine the nature of their audience. Teachers have to meet the needs of students from various backgrounds, economic levels, and age groups. One method which can help teachers learn about their audiences is a short-answer questionnaire which contains 18 questions. The answers are often revealing and help the educator know how to approach the class and individual students. Another method is an oral self-introduction in which students come to the podium to introduce themselves. Building group cohesiveness is important to classroom atmosphere. Another way to bond a class is to make them feel superior as individuals and as a group. This can be done through group projects and the editing of "barbarisms." Plain talk, determining the nature of the audience, and building cohesion among students, combined with the teacher's enthusiasm, can develop an atmosphere in which students want to learn to write. (MG)

ED 317 676 CE 054 092

Barnow, Burt S.; Aron, Laudan Y.
Survey of Government-Provided Training Programs. Background Paper No. 9.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 72p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4763-75-016-04
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; Adults; *Disadvantaged; Educational Practices; Eligibility; *Employment Programs; Enrollment; Federal Legislation; *Federal Programs; *Job Training; *Policy Formation; Postsecondary Education; Program Descriptions; Program Effectiveness; *Program Implementation; Public Policy; Vocational Education
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Job Training Partnership Act 1982
This paper provides an overview of federally sponsored training programs. For the major programs identified, it discusses the level of federal support, the eligibility requirements for the program, the characteristics of the participants, and the types of training provided. An important issue for this study is the definition of training; the definition provided by the U.S. Department of Education for vocational education in the 1988 "Digest of Education Statistics" is used. This definition focuses on training as coursework for obtaining a vocational credential. Descriptions of activities that can be regarded as training but do not meet this core definition are included in the report in some instances, especially when they are provided along with vocational classroom training. The eight major federally funded training programs profiled include the following (funded under the Job Training Partnership Act): (1) Training Services for Economically Disadvantaged Youth and Adults; (2) the Summer Youth Employment and Training Program; (3) Employment and Training Assistance for Dislocated Workers; (4) the Native American Program; (5) the Migrant and Seasonal Farmworker Program; (6) the Job Corps; (7) the Veterans Employment and Training Program; and (funded under the Carl D. Perkins Vocational Education Act) (8) vocational education. The paper concludes that (1) data on participants and services are very limited; (2) some overlap may be necessary to serve special target groups; (3) few participants receive occupational classroom training; and (4) few programs have formal links with employers to ensure that their labor needs are met. (11 references) (KC)

ED 317 806 CE 054 624

de Vries, Heinz J., Ed.
Vocational Guidance and Counselling for Young People and Adults in the European Community. Findings of a Conference (Berlin, West Germany, December 7-8, 1989).
European Centre for the Development of Vocational Training, Berlin (West Germany).
PUB DATE- Mar 90
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Counseling; Adult Education; *Career Guidance; *Career Planning; Comparative Education; *Cooperative Programs; *Counselor Training; Foreign Countries; *Information Networks; *International Educational Exchange; School Counseling; Secondary Education
IDENTIFIERS- *European Community
This document reports on a conference centered around three topics: vocational guidance in the Member States of the European Community (EC), the "Europeanization" of vocational guidance, and approaches to cross-frontier vocational guidance. Among the recommendations of the conference participants are the following: the tasks of vocational guidance for young people and adults should be taken into account in all relevant EC programs; regular meetings of senior staff of agencies responsible for the vocational guidance of young people and adults should be held; exchanges of ideas and reciprocal visits by practitioners are encouraged; cooperative agreements on the continuing training of counselors should be concluded; funds should be provided for projects, studies, and conferences; and agreements should be concluded on support for database systems and publications, such as a European guidance handbook, to help vocational guidance staff in their cross-frontier guidance work. A 12-item bibliography is included in the document. (CML)

ED 318 006 CS 212 289

Fulwiler, Toby
The Friends and Enemies of Writing across the Curriculum.
PUB DATE- 22 Mar 90
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Environment; *College Instruction; Educational Philosophy; Educational Trends; Higher Education; Teacher Role; *Writing Across the Curriculum
Five problematic terms (disciplinarity, epistemology, mission, orthodoxy, and inertia) speak to the future of writing across the curriculum (WAC) at the college and university level. Inertia makes all the programmatic issues of strict disciplinarity, rigidly objective epistemologies, anti-educational missions, and entrenched orthodoxies just that much harder to combat. WAC goes deep into the heart of the whole academic enterprise by challenging passive learning and routine training. The good news is that for more and more teachers, WAC ideas have become the norm. (RS)

ED 317 663 CE 053 893

Resolved: Credit/Privacy Laws Need To Be Revised.
Direct Selling Education Foundation, Washington, DC.
PUB DATE- Dec 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Civil Liberties; *Confidential Records; *Credit (Finance); *Disclosure; *Federal Legislation; Federal Regulation; Financial Services; Freedom of Information; *Privacy; *State Legislation
IDENTIFIERS- *Fair Credit Reporting Act 1970

The following articles appear in this document devoted to debating whether credit privacy laws should be revised: "Who's Looking at Your Credit Report?" (Holstein); "Credit Reporting System Doesn't Need Fixing" (Ulrich); "The Fair Credit Reporting Act (FCRA); A Remarkable Success" (Kurth); and "Revisit Law To Protect People's Credit Records" (Goldman). The document also contains an index to previous issues. (CML)

ED 317 689 CE 054 105

Moffitt, Robert
Labor Force Participation among the Economically Disadvantaged. Background Paper No. 22.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 46p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4771-75-024-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Economically Disadvantaged; Economic Development; Economic Factors; Economic Impact; Economic Research; *Labor Force Development; *Labor Force Nonparticipants; *Poverty; *Welfare Services; *Work Experience Programs
IDENTIFIERS- Aid to Families with Dependent Children; Family Support Act 1988; Food Stamp Program; Job Training Partnership Act 1982

Existing research evidence on the ability of several kinds of public policy used to increase labor force attachment among the disadvantaged indicates that (1) policies for reform of the U.S. welfare system do not substantially help the problem; (2) increasing child support payments would have essentially no effects on the work effort and earnings of their recipients, who are predominantly female heads of households; (3) policies concerning work and training programs for the disadvantaged, including those requiring welfare recipients to work, are directed most toward disadvantaged women and do not benefit substantial numbers of disadvantaged men; (4) programs for the subsidization of wage rates and earnings that have been studied have not had the desired effect because employers have tended not to participate in them; and (5) if women's child care expenses were reduced 10 percent weekly due to government subsidization, the employment rate of married women should increase by about 3 to 4 percent, representing a large increase in the employment rate of women in the United States. The paper recommends the following: (1) place more emphasis on assistance to disadvantage[illegible]n; (2) expand and strengthen job training programs for male[illegible]nd focus additional Job Training Partnership Act resources on the most disadvantaged males; (3) strengthen the training opportunities in the Aid to Families with Dependent Children-Unemployed Parent program, which affects males and which will be mandated in all states by 1990 under the provisions of the Family Support Act of 1988; and (4) strengthen the training opportunities for men receiving benefits in the Food Stamp Program, the only universal transfer program in the United States. (32 references) (CML)

ED 317 716 CE 054 321

Colesworthy, Robert; Donovan, Roger
Manual Drive Train and Axles. Auto Mechanics Curriculum Guide Module 7. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jul 89
NOTE- 390p.; For related documents, see CE 054 320 and CE 054 709.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (Order No. 70-1807-I: $29.60).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Auto Mechanics; Behavioral Objectives; Competency Based Education; *Identification; Learning Activities; Learning Modules; *Occupational Information; *Repair; Skilled Occupations; Trade and Industrial Education
IDENTIFIERS- Clutches (Automotive); Differential (Automotive); *Drive Trains (Automotive)
This document is one of a series of modules in the Missouri Auto Mechanics Curriculum Guide, which is based on 144 basic auto mechanics competencies identified on the Missouri Auto Mechanics Competency Profile. The instructor's materials in this document are for a 13-unit secondary education course. The following units are included: (1) introduction to manual drive train and axle design; (2) manual transmission components and their operation; (3) manual transmission diagnosis and repair; (4) components of the clutch assembly and how they operate; (5) clutch assembly, diagnosis, and repair; (6) drive shaft diagnosis and repair; (7) differential components and their operation; (8) differential diagnosis and removal; (9) differential repair, installation, and performance testing; (10) manual transaxle operation and diagnosis; (11) manual transaxle repair, installation, and performance testing; (12) four-wheel drive operation, diagnosis, and repair; and (13) transfer case diagnosis and repair. The document begins with explanations of how to use the curriculum guide, how and why student achievement of competencies is evaluated over several job sheets, and how the curriculum guide is packaged. Next is a table that associates individual instructional materials in the units with the competencies they teach. The instructional units include unit objectives, objectives specific to each lesson in the unit, references, information sheets or outlines, assignment sheets, job sheets, tests, and answers to tests. (CML)

ED 317 742 CE 054 470

New Initiatives in Vocational Education. A Progress Report on the Implementation of "Education for the World of Work in the State of Maine" and "Career and Occupational Education in Maine for the 'Third American Century.'"
Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Adult and Secondary Vocational Education.
PUB DATE- 24 Mar 89
NOTE- 26p.; Document contains colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); Career Development; *Career Education; Career Exploration; Career Guidance; Consumer Education; *Educational Improvement; *Educational Innovation; *Education Work Relationship; Elementary Secondary Education; Home Economics; Integrated Curriculum; Postsecondary Education; Program Development; Program Implementation; Program Improvement; *State Programs; *Vocational Education
IDENTIFIERS- *Maine

This 2-year status report focuses on the implementation in Maine of the recommendations of two reports--the report of the Commissioner's Task Force to Study Secondary Vocational Education in Maine and Commissioner Eve Bither's response to the report. New initiatives, now being implemented at many sites throughout the state, are designed to enhance the learning opportunities of all Maine residents who can benefit from education for the world of work. Some of the new initiatives include the following: (1) a comprehensive and integrated program of education for the world of work (a new planning and evaluation process, cluster programing, secondary/postsecondary articulation, core preemployment competencies, integrated studies, competency-based curriculum, new standards of program quality, vocational guidance, and human resource development collaboration); (2) a comprehensive

kindergarten-adult career information and exploration program (K-6 career awareness infusion program, middle-school career exploration program with individualized education plans, consumer and home economics education and technology education, a statewide school-to-work transition program, and adult career information and assessment); and (3) increased access to vocational, technical, and career education services. Highlights of the task force recommendations are included in this report. (KC)

ED 317 779 CE 054 526

Frigo, Franco; And Others
The Training Needs of In-Company Trainers Engaged in the Training of Young People in Italy.
European Centre for the Development of Vocational Training, Berlin (West Germany).
REPORT NO.- ISBN-92-826-0642-2
PUB DATE- 89
NOTE- 78p.; For related documents, see CE 054 520-521 and CE 054 525.
AVAILABLE FROM- UNIPUB, 4661-F Assembly Drive, Lanham, MD 20706-4391 (Catalogue No. HX-56-89-312-EN-C).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Adult Education; *Adult Educators; Corporate Education; Education Work Relationship; Foreign Countries; Industrial Training; Job Analysis; Job Skills; Labor Force Development; Teacher Background; *Teacher Education; Teacher Role; *Trainers; Vocational Education; Young Adults
IDENTIFIERS- *Italy; *Train the Trainer
This document describes the training needs of in-company trainers of young people in Italy. Chapter 1 describes job training in Italy, the evolution of training processes, job training support methods, and the practical situation within the company. Chapter 2 describes the research methodology used, including interviews with more than 20 expert witnesses and responses of more than 100 company trainers to a structured questionnaire. Chapter 3 describes youth training and the trainer's role, training methods for new recruits, and the organization of training for young people. Chapter 4 provides the findings of the survey of in-company trainers. Chapter 5 describes potential problem areas for in-house trainers in the national context. Recommendations are provided in Chapter 6, with a summary of the project in Chapter 7. A 21-item bibliography in Italian is included. Appendices that are in the Italian version of the report are not included, but can be requested. (CML)

ED 317 847 CE 054 722

Imel, Susan
Vocational Education in Corrections. Trends and Issues Alerts.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 3p.
CONTRACT- RI88062005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Correctional Education; Educational Needs; Equal Education; *Females; Job Placement; Males; Nontraditional Education; Postsecondary Education; *Prisoners; Program Effectiveness; Recidivism; *Vocational Education
The number of persons confined to correctional institutions continues to grow at an unprecedented rate. Some of the factors contributing to this growth include an increase in the 18- to 25-year-old population, a tougher stance on crime resulting in more prison sentences, longer sentences because younger offenders commit more violent crimes, and more severe sentences for some types of offenders. Education is offered by about 90 percent of correctional institutions, but only about 5 percent of inmates are enrolled in vocational education programs, although 50 percent could benefit from them. Despite its limited availability, vocational education has a long tradition in correctional facilities and is considered to have great potential. However, provision of vocational education is hampered by lack of funding, inadequate number of programs, outmoded equipment and materials, and limited space. Some studies have documented positive relationships between inmates' participation in vocational education and employment upon release. A newer issue is provision of vocational education to female inmates, a population that has increased 158 percent in the past 10 years. Female inmates have typically had training only in traditional service occupations; female inmates have sued for more opportunities for vocational education in nontraditional fields. (This fact sheet lists resources that provide information about correctional vocational education. Included are annotations of 14 print resources and a list of 5 organizations that can provide more information.) (KC)

ED 317 874 CG 022 382

The National Career Development Guidelines. Trainer's Manual.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- 89
NOTE- 123p.; For other handbooks in this series, see CG 022 383-388.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Development; Elementary Secondary Education; Postsecondary Education; *Trainers; Training Methods; *Workshops

This trainer's manual is a companion volume to five local handbooks developed to support specialized implementation of the National Career Development Guidelines in elementary schools, middle and junior high schools, high schools, post-secondary institutions, and business organizations. It describes a 2-day training workshop for members of local steering committees in institutions that are committed to using the National Career Development Guidelines products to improve existing programs and that have obtained

administrative endorsement for the improvement effort. The major purpose of the training workshop is to help the steering committee understand the implementation strategies and develop a managerial plan. Part I of the trainer's manual provides an introduction to the training process and contains information that will help the team design and prepare for the training workshop. Topics include an overview of the National Career Development Guidelines Project, uses of the manual, trainers' qualifications, training workshop design, sample training agenda, and preparation checklist. Part II gives complete instructions needed to conduct the training workshop and is organized around actual training workshop sessions providing orientation, introduction, planning activities, development activities, implementation activities, steering committee management plan, and workshop wrap-up and evaluation. The guide also contains 14 handouts and 30 transparencies that are needed to conduct the training workshop. (NB)

ED 317 902 CG 022 416

Hales, Susan
Valuing the Self: Understanding the Nature of Self-Esteem.
PUB DATE- 90
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal
Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Influences; *Moral Values; Responsibility;
*Self Esteem; Social Responsibility
The processes and components of self-esteem derive from the context or value system (culture) in which people live. A shift in the values of American society, especially within the last 50 years, has placed Americans in a no-win situation with respect to self-esteem. The everyday pressures of survival in a highly competitive and complex world that defines success and the "good life" in terms of the acquisition of material wealth causes Americans to neglect and, at times, violate an important dimension of self-definition: the moral dimension. Many Americans suffer from a prevailing sense of emptiness and chronic low self-esteem. Personal and social responsibility are two fundamental components of self-esteem. The degree to which individuals achieve that which is good for both others and themselves is, in large part, a function of the degree to which individuals take personal responsibility for their actions and exert personal control over their lives. The value system which now governs Americans' lives has come about as a function of the economic, political, and

technological transformations of American culture. Americans need to re-establish the tradition of carrying on a public discourse about what constitutes the "good life" and the "good self." (ABL)

ED 317 944 CG 022 463

Cornell, Dewey G.
Clinical Issues in the Assessment of Adolescent Defendants.
PUB DATE- 11 May 90
NOTE- 19p.; Paper presented at the Spring Forensic Symposium of the Institute of Law, Psychiatry, & Public Policy (Charlottesville, VA, May 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Crime; *Criminals; *Delinquency; Homicide; *Juvenile Justice; Law Enforcement; *Persuasive Discourse; Rape; *Resistance (Psychology); Violence
IDENTIFIERS- Forensic Science
There are many practical difficulties in conducting forensic evaluations of adolescents charged with serious crimes. This paper addresses some of the reasons why adolescent forensic evaluations are problematic and suggests four strategies for establishing and maintaining rapport, based on a practitioner's experience in evaluating adolescents charged with rape, homicide, and other serious offenses. In interviewing adolescent defendants, the mental health professional is advised to: (1) review the purpose of the evaluation in detail; (2) clarify his or her role in the evaluation; (3) show respect for the adolescent; and (4) be as straightforward and upfront with opinions as possible. The paper notes that the key issue in most forensic evaluations is the defendant's account of the offense and cautions those conducting forensic evaluations never to settle for the adolescent's first account. Extreme denial, claimed amnesia, and attempts to disguise the offense are cited as three common characteristics of adolescents' accounts of offenses that can make it difficult to reconstruct what happened. (TE)

ED 317 793 CE 054 588

Lee, Lung-Sheng Steven
A Perspective of Technology Education in Taiwan, Republic of China.
PUB DATE- 2 Apr 90
NOTE- 21p.; Paper presented at the International Technology Education Association Conference (Indianapolis, IN, April 2, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Educational Philosophy; Educational Trends; Enrollment; Foreign Countries; Futures (of Society); *Industrial Arts; Secondary Education; *Standards;

Teacher Education
IDENTIFIERS- *Taiwan
This document is an overview of the status and problems of secondary technology education as it is now implemented in Taiwan. The first section describes the country and gives statistics on the national population and on the school population. The second section describes the technology curriculum as one in transition, with its focus changing from traditional industrial arts to contemporary technology education. Two tables provide summaries of the objectives and content of junior-high and senior-high industrial arts curriculum. The third section identifies problems that afflict industrial arts education in Taiwan--industrial arts is considered a subordinate subject, the public's perceptions are not aligned with what the field is, some drawbacks exist in the promulgation system of the curriculum standards, and much teaching deviates from the curriculum standards. The fourth section cites the 1993 extension of 9-year national education to 12 years as a good opportunity to rename industrial arts, develop a progressive philosophy, reconstruct the industrial arts curriculum, and win the public's support for industrial arts education. A summary, 11 references, 1 figure, and 2 tables conclude the document. (CML)

ED 317 821 CE 054 659

Iley, John; And Others
Exploring Manufacturing Technology.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 88
NOTE- 431p.; For related documents, see CE 054 656-660. Document contains colored paper.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. 301501: $13.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Assembly (Manufacturing); Behavioral Objectives; Career Exploration; Competency Based Education; Curriculum Guides; Design; Distributive Education; Industrial Arts; *Machine Tool Operators; *Manufacturing; *Manufacturing Industry; Marketing; *Mass Production; Occupational Information; Problem Solving; *Production Technicians; Secondary Education; Summative Evaluation; Technological Literacy; Trade and Industrial Education

These teacher's materials for an eight-unit course were developed to help students develop technological literacy, career exploration, and problem-solving skills relative to the manufacturing industries. The eight units include an overview of manufacturing, manufacturing enterprises and systems, manufacturing materials and selection, manufacturing processes and selection, identifying and designing a product, product manufacturing, product marketing, and evaluation and dissolution of the enterprise. The first section is designed to teach teachers how to use the materials and includes an explanation of instructional elements, an instructional-task analysis for each unit, and a list of 30 references. The instructional elements for the units include objectives, suggested activities, references, a list of supplemental resources, information sheets, transparency masters, assignment sheets, job sheets, tests, and test answers. Some elements, such as the information sheets, include diagrams and line drawings. (CML)

ED 317 835 CE 054 700

Coyle-Williams, Maureen
Improving the Self-Sufficiency of Teen Parents. TASPP Brief.
National Center for Research in Vocational Education, Berkeley, CA.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Dec 89
NOTE- 5p.; Product of the Technical Assistance for Special Populations Program (TASPP), College of Education, University of Illinois at Urbana-Champaign Site.
AVAILABLE FROM- National Center for Research in Vocational Education Materials Distribution Service, Horrabin Hall 46, Western Illinois University, Macomb, IL 61455 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; Ancillary School Services; *Dropout Programs; Dropout Rate; *Early Parenthood; *Educationally Disadvantaged; *Education Work Relationship; *Employment Potential; Flexible Scheduling; Human Capital; Individualized Education Programs; Outcomes of Education; Out of School Youth; *Pregnant Students; Program Development; Program Effectiveness; Secondary Education; Staff Development; Transitional Programs; Vocational Education; Welfare Recipients

This document identifies the costs of teen pregnancy in terms of high dropout rates, long-term educational decrements, the increased risks of the children of teen parents, loss of human capital, and increased welfare costs. Prevention and intervention and the features of operationally successful program models are included under the topic of enhancing the employability of teen parents. Components of operationally successful programs were identified as comprehensiveness, support services, warm program atmosphere, structured peer support groups, individualization, flexible program scheduling, long-term follow-up services, staffing, holistic approach, case management, and funding diversification. Program deficiences and gaps in service provision are identified as problems with current programs for teen parents. The concluding recommendation is that high quality vocational programming must be included as part of a comprehensive programming effort for teen parents. A 16-item reference list is included. (CML)

ED 317 861 CE 054 743

Myth #7: Literacy Programs Are Fail-Safe.
Education Writers Association, Washington, DC.; Institute for Educational Leadership, Washington, D.C.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 88
NOTE- 5p.; For related documents, see CE 054 736-748.
AVAILABLE FROM- Education Writers Association, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Attendance; Basic Skills; *Evaluation Problems; Functional Literacy; Grade Equivalent Scores; *Literacy Education; *Program Evaluation; School Holding Power; Student Recruitment; Tutors; *Voluntary Agencies

Evaluation of adult literacy programs requires different criteria from those used to judge regular schooling. Indicators for evaluating adult voluntary programs with individualized curricula are recruitment; retention, including absenteeism; one-on-one tutoring with volunteers; training in a context; support services; the "quick-fix" syndrome; appropriate curriculum; and teachers who care. Common evaluation hazards are claiming much and providing evidence of little, selecting measures not logically related to the program, use of grade-equivalent scores, use of different instruments for pretesting and posttesting, and careless collection of data. Evaluations of programs in Philadelphia and Boston found that (1) low-literate adults often have highly developed coping skills and see little reason to upgrade their literacy level; (2) funding for illiterate adults is difficult to find because sources often expect yearly success rates, sometimes leading programs to accept only the better readers; and (3) quantitative tests tend to be geared to specific skills rather than relevant content. (Addresses and telephone numbers of seven resources are listed.) (CML)

ED 317 888 CG 022 400

Rollins, Bruce, Comp.
Sexual Attitudes and Behaviours: A Review of the Literature. Bibliography Series.
Australian Inst. of Family Studies, Melbourne.
REPORT NO.- ISBN-0-642-14731-0
PUB DATE- 89
NOTE- 99p.
AVAILABLE FROM- Australian Institute of Family Studies, 300 Queen Street, Melbourne 3000, Victoria, Australia.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adolescents; *Attitudes; *Behavior Change; Cohabitation; Drug Use; Foreign Countries; Homosexuality; Prevention; *Sexuality; Trend Analysis
IDENTIFIERS- *Australia

This bibliography and review of the literature on sexual behaviors and attitudes toward sexual behavior was developed to contribute to an understanding of changes in attitudes toward sexual behaviors and in community patterns of sexual behaviors, and to assist in the development of Acquired Immune Deficiency Syndrome (AIDS) education programs. It reports on Australian and major overseas studies describing community patterns of sexual behavior, with special reference to the period since 1978. It includes a review and analysis of the results of these studies and reports on the reliability and validity of survey results. Comments are made concerning the implications of the survey results for AIDS prevention and community education strategies and programs for both the general community and specific subgroups (intravenous drug users, bisexual and homosexual males, and adolescents). Sources for the information in this review include commercial polls and sample surveys, work commissioned by governments and their agencies, studies by voluntary agencies, and academic studies. Individual sections of the review focus on: (1) patterns of sexual behavior from the Kinsey reports of 1948 and 1953 to the 1970s; (2) patterns of sexual behavior found in Australia studies between 1980 and 1988; (3) cohabitation; (4) heterosexual adolescents and the risk of human immunodeficiency virus infection; (5) intravenous drug users, AIDS, and behavior change; (6) the arrival of AIDS and patterns of homosexual behavior; (7) behavioral changes in the homosexual community in response to the threat of AIDS; (8) research methodologies; and (9) a summary of findings. A 29-page bibliography is included. (NB)

ED 317 930 CG 022 449

Fertman, Carl I.; Chubb, Nancy H.
Evaluation of the Effects of a Personal Empowerment Program for Adolescents.
PUB DATE- 18 Apr 90
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Activities; Community Involvement; *Grade 9; *High School Freshmen; High Schools; *Program Effectiveness; School Involvement; *Student Participation
IDENTIFIERS- *Empowerment
The ecological perspective holds that community and school activities are a rare product of interaction among adolescents, communities, families, and schools. This study was designed to assess the outcomes of a personal empowerment program. The sample consisted of 25 male and 27 female ninth grade students. Students took a pretest and received a total activities score which represented the degree to which they were involved in organized activities at school and in their communities. Subjects were selected from the middle range of activity participation and then randomly assigned to the experimental or control group. Nineteen students completed a 1-week summer workshop on personal empowerment with follow-up sessions during the school year. The summer workshop consisted of small and large group activities focused on leadership, communications, assertiveness, stress management, and decision-making. Students took a posttest 6 months following the week-long workshop. Results indicated that the effect of the personal empowerment program was to maintain the experimental group's level of activity participation while the control group decreased its level of participation. No significant differences were found at posttest for locus of control or self-esteem. The value of the findings in general is that participation in activities, at least by adolescents with moderate activity involvement, can be affected, even through a fairly simple and short intervention. (ABL)

ED 317 959 CS 010 007

Wang, Alvin Y.; And Others
Do Mnemonic Devices Lessen Forgetting?
PUB DATE- Aug 89
NOTE- 5p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Elementary Secondary Education; Higher Education; Learning Strategies; *Long Term Memory; *Memorization; *Mnemonics; Recall (Psychology); *Retention (Psychology); *Rote Learning
IDENTIFIERS- Keyword Method (Language Learning); *Keyword Method (Second Language Learning)
Assessing the effect of memory improvement strategies upon long-term forgetting, two studies investigated the influence of popular mnemonic devices (the keyword method and the "method of loci") upon forgetting relative to rote rehearsal. The first study (79 subjects) compared the forgetting of French vocabulary words learned either by using the keyword technique or by rote rehearsal. In the second study (76 subjects) the "method of loci" was compared to rote rehearsal for serial recall of unrelated word lists. Results indicated that subjects using mnemonic devices forgot at a faster rate than subjects rote rehearsing the same information. Thus, contrary to widely held expectations, mnemonic devices do not appear to confer any long-term advantage to the retention of material so learned. Perhaps the deleterious effect of mnemonic devices upon memory is due to the interference that may accompany use of an unfamiliar learning strategy. This suggests that training in the use of mnemonic devices should be of an extended and distributed nature so that potential interference effects can be minimized. (Two figures are included.) (SR)

ED 317 976 CS 010 024

Powell, William R.
Adult Literacy Programs of the Future.
PUB DATE- May 90
NOTE- 23p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Educational Policy; Functional Literacy; *Futures (of Society); *Government Role; *Literacy; World Problems

The retention factor of literacy must be the target variable in any projection of literacy programs of the future. Further, the success of literacy programs of the future is contingent upon the resolution of three major problem areas: (1) the concept of literacy; (2) the programs of literacy; and (3) the politics of literacy. A concept of literacy is needed for the stabilization of what precisely constitutes literacy. A concept provides a more enduring description, definitions do not. The central issue is: When is an individual permanently literate, now and forever? The adult literacy efforts of the past have been piece-meal, haphazard, and spasmodic at best. This is not to belittle the remarkable attempts, but only to admit the obvious. The fact that the level of basic literacy is attainable for nearly 100% of any population in any culture in any sovereign country does not speak well for the governing groups which are responsible for education. Governmental commitment, professional involvement, and "turfism" will have to change to enhance the future of adult literacy programs. (One figure is included; 18 references are attached.) (RS)

ED 318 007 CS 212 290

English Language Arts: Assessment Strategies for the Common Curriculum Goals: A Planning Model, Grades K-3.
Oregon State Dept. of Education, Salem.
PUB DATE- Mar 90
NOTE- 62p.; Some pages are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Assessment; *Educational Planning; *English Curriculum; *Evaluation Criteria; Evaluation Methods; *Language Arts; Listening Skills; Models; Primary Education; Reading Skills; Study Skills; Thinking Skills; Visual Literacy; Writing Skills
IDENTIFIERS- Oregon

This guide provides classroom assessment models and strategies that can be used by teachers in planning for efficient day-to-day assessment of the English Language Arts Common Curriculum Goals and in tracking individual student progress over time. The guide lists individual grade level expectations from the Common Curriculum Goals with possible assessment strategies for each. Since, in practice, many of the goals will be grouped and assessed through one assignment or during normal observations while working with students, the guide includes examples of systematic methods of keeping track of observations teachers regularly make while observing and teaching students. Making the point that, like good instruction, good assessment practices are the result of careful planning, the guide is intended to assist teachers in developing a repertoire of assessment strategies. The guide's eight sections are as follows: (1) Introduction; (2) Writing Skills; (3) Speaking Skills; (4) Listening Skills; (5) Reading/Literature Skills; (6) Study Skills; (7) Mass Media and Visual Literacy Skills; and (8) Reasoning Skills. (SR)

ED 318 021 CS 212 307

Dreyer, Diana Y.
Diversity in the Writing Workshop: Interaction, Acquisition, and Integration.
PUB DATE- Mar 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; College English; *College Second Language Programs; *English (Second Language); *Freshman Composition; Higher Education; Intercultural Communication; *Native Speakers; Writing Improvement; *Writing Workshops
IDENTIFIERS- *Nonnative Speakers; Slippery Rock University PA

Several sections of a regular College Writing 1 class at Slippery Rock University in Pennsylvania are comprised of a fairly equal number of native and nonnative speakers of English (advanced international students). This diverse writers' community engages throughout the 15-week fall semester in a workshop approach to writing development, following the procedure outlined by A. R. Gere and R. D. Abbott. In this procedure, groups of three or four writers share work in progress according to the following guidelines: the first writer reads aloud his or her selection twice, neither commenting nor apologizing for the writing. Other group members write responses to the text following the initial reading and during the second. The first response is a general impression summarizing the text's meaning. The second focuses on the language of the text, especially noting what listeners like and dislike. Oral discussion follows as these notes are shared. Such a procedure allows the writer to see and hear the text in a writing community and to receive useful suggestions for possible revisions. Audiotapes of these writing groups enable teachers to hear how such arrangements work. The quantity of talk in such student-centered activity offers second language students a "rich bath" of language and encourages native and nonnative speakers alike to use and develop their communicative performance. (SR)

ED 317 664 CE 054 080

Investing in People: A Strategy to Address America's Workforce Crisis. Background Papers. Vols. I-II.
Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.

PUB DATE- Sep 89
NOTE- 2,379p.; For individual papers, see CE 054 081-129. For a related report, see ED 307 506.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (stock number 029-000-00428-5).
LANGUAGE- English
EDRS Price - MF21/PC96 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - General (020)
DESCRIPTORS- Adult Education; Basic Skills; Compensation (Remuneration); Efficiency; Employed Women; Employment Practices; Employment Services; Financial Support; Fringe Benefits; Human Capital; *Job Training; *Labor Force Development; *Personnel Policy; Postsecondary Education; *Private Sector; *Productivity; Public Policy; *Public Sector; Retraining; Secondary Education; Technological Advancement; Unemployment; Youth Employment

The 49 papers in these two volumes were prepared to assist the Commission on Workforce Quality and Labor Market Efficiency in making recommendations for improving the U.S. work force. The papers summarize existing research and make recommendations on subjects reflecting seven Commission tasks: (1) examine the roles and effectiveness of privately and publicly provided job training and education; (2) determine the best mechanisms to keep education and training providers informed of changing skill needs; (3) consider the problem of financing private investments in human capital and the best ways to access financial capital markets; (4) assess the appropriate roles of employers, unions, and government in retraining and relocating dislocated workers; (5) examine ways in which private and public job placement agencies can enhance the efficiency of the changing labor market; (6) assess the need for greater flexibility in employment policies to facilitate work force entry; and (7) evaluate effects on productivity of such alternatives as innovative pay and benefit structures, employment security provisions, and worker involvement. Representative topics include new technology in the workplace; black male youth employment; unemployment insurance; labor force participation of older workers, young men, the economically disadvantaged, dual-earner couples, single parents, and women; family-work issues; and part-time and temporary work. (SK)

ED 317 703 CE 054 119

Kochan, Thomas; And Others
Employee Participation, Work Redesign, and New Technology: Implications for Public Policy in the 1990s. Background Paper No. 35A.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 63p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4776-75-030-04
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; *Diffusion (Communication); Employees; Employer Employee Relationship; Industrial Structure; *Job Development; Job Enrichment; Labor Conditions; *Labor Legislation; Labor Relations; Management Teams; Organizational Development; Organizational Effectiveness; *Participative Decision Making; Personnel Management; *Productivity; Quality Circles; *Quality of Working Life; Technology Transfer; Work Environment

The 1980s have been a period during which important private experiments with innovations have occurred in employee participation, work redesign, and the introduction of new technologies and new systems of production. It is now time to move beyond the experimental stage. The following four interrelated policy initiatives should guide public efforts to promote diffusion and institutionalization of workplace innovations: (1) establish a national database for measuring the diffusion of innovative practices and evaluating their economic and social consequences; (2) update labor law to remove the barriers to labor-management cooperation and innovations; (3) integrate support for workplace innovations with broader human resource, labor market, and economic policies; and (4) provide the political leadership needed to produce a positive climate within which innovative labor management relations can flourish. These initiatives are necessary because there is no reliable estimate of the extent to which employee participation or work redesign principles have diffused across the U.S. work force; growing evidence indicates that current law is undermining workers' and union representatives' confidence in the fairness of the law and heightening labor-management tensions; and diffusion is not likely to occur without strong national leadership and the commitment of financial resources to build support for the innovations. (77 references) (CML)

ED 317 730 CE 054 422

Military Career Guide: Employment and Training Opportunities in the Military.
Military Entrance Processing Command (DOD), North Chicago, IL.
PUB DATE- Nov 89
NOTE- 385p.; For a related document, see CE 054 423. Photographs will not reproduce well.
AVAILABLE FROM- U.S. Military Entrance Processing Command, Attn: MEPCT, 2500 Green Bay Road, North Chicago, IL 60064-3094.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administration; Aptitude Tests; Auto Mechanics; *Career Choice; *Career Guidance; Engineering; *Enlisted Personnel; Equipment Maintenance; Health Occupations; Human Services; Military Service; *Military Training; *Occupational Information; Occupational Tests; *Officer Personnel; Public Relations; Technical Occupations; Transportation; Vocational Education
IDENTIFIERS- Armed Services Vocational Aptitude Battery

This copiously illustrated guide is a single reference source for the diverse employment and training opportunities in the Army, Navy, Air Force, Marine Corps, and Coast Guard. It is divided into two major sections. The first section contains descriptions of 134 enlisted military occupations and provides information regarding the aptitudes needed for each. Students who have taken the Armed Services Vocational Aptitude Battery (ASVAB) can use their scores to determine their chances of qualifying for these military occupations. Enlisted military occupations are categorized under human services; media and public affairs; health care; engineering, science, and technical; administrative; service; vehicle and machinery mechanic; electronic and electrical equipment repair; construction; machine operator and precision work; transportation and material handling; and combat specialty. The second section was added to the guide in response to requests from educators who used the 1985 edition that contained only the first section. The new section contains descriptions of 71 military officer occupations. Military officer occupations are categorized under executive, administrative, and managerial; human services; media and public affairs; health diagnosing and treating practitioner; health care; engineering, science, and technical; service; transportation; and combat specialty. Four indexes are provided: civilian counterparts to the 205 military occupations listed in numerical order by Dictionary of Occupational Titles (DOT) number; civilian counterparts grouped under corresponding military occupations and listed according to their DOT codes; the 134 military enlisted occupations groups under the 4 ASVAB occupational groups; and an alphabetical title index of occupational titles that represent military occupations described in the guide. (CML)

ED 317 755 CE 054 493

Askov, Eunice N.; Brown, Emory J.
Templates for Literacy: Manual Evaluation. Final Report.
Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.
SPONS. AGENCY- Playing To Win, Inc., New York, NY.
PUB DATE- 89
NOTE- 41p.; Photocopied photographs will not reproduce well.

AVAILABLE FROM- Institute for the Study of Adult Literacy, Pennsylvania State University, 204 Calder Way, Suite 209, University Park, PA 16801.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; *Computer Assisted Instruction; *Computer Literacy; Educational Technology; Functional Literacy; Guides; *Literacy Education; *School Holding Power; Student Recruitment; *Tutors; Voluntary Agencies; Word Processing

A study evaluated the effectiveness of the Templates for Literacy manual, which is designed to help the adult beginning reader integrate computer and literacy learning. The manual contains guidelines and strategies for incorporating word processing, spreadsheet, database, and graphics software into literacy curricula. The draft manual was pilot-tested for 18 weeks in three adult learning programs in New York City; Salem, Oregon; and Weirton, West Virginia. Data were collected through site visits. Limitations of the study include the fact that methods for determining student learning varied among the sites, and pre- and posttest data were not always available. The following results are reported: (1) tutors and teachers were enthusiastic about the manual as a tool for helping to teach low-level literacy students; (2) almost all instructors limited their teaching to the word processing templates, with very few students attempting database templates and no one using spreadsheets or graphics; (3) students were highly motivated by using the computer and reported that the templates helped them improve their reading and writing; (4) students at all reading levels learned computer skills by using the templates; and (5) there was evidence at all sites that having an opportunity to work with computers was very desirable and a motivating force in recruiting students as well as tutors. (The document contains three case studies, interview guides, a reporting form, questionnaires, and photocopies of photographs showing the manual being used.) (CML)

ED 317 767 CE 054 512

Hall, William, Ed.
Industry Restructuring: Extracts from Centre Publications.
TAFE National Centre for Research and Development, Ltd., Leabrook (Australia).
REPORT NO.- ISBN-0-86397-365-5
PUB DATE- 89

NOTE- 87p.
AVAILABLE FROM- TAFE National Centre for Research and Development, 252 Kensington Road, Leabrook South Australia 5068, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- *Continuing Education; *Education Work Relationship; Foreign Countries; *Industrial Structure; Job Development; *Job Training; *Labor Force Development; Labor Needs; Needs Assessment; Public Relations; School Business Relationship; Science and Society; Technical Education; *Technological Literacy; Technology Transfer; Vocational Education
IDENTIFIERS- *Australia; Integrated Manufacturing
This document contains excerpts from material previously published by Australia's TAFE (Technical and Further Education) National Centre for Research and Development on the subjects of industry restructuring, the reasons for restructuring, revising curricula, and providing a service to business and industry. Its contents are "Industry Restructuring and TAFE: A Discussion Paper" (Hall, Hayton); "Training for Integrated Manufacturing: A Review of Recent Literature" (Hayton, Harun); "Translation of Labour Market Needs into Training Responses" (Hayton); "Training Needs Analysis" (Hayton, Clark, Hayes, Guthrie); "TAFE-Industry Partnership" (Hall); "Open Learning" (Hall); "Articulated Training: A Model for the Building Industry" (Wallace, Guthrie, Hayton); "The School of Hard Knocks" (Thomson); "Teaching the Social Implications of Technological Change" (Hall); "The Continuing Education Needs of Academic Staff: Full-time TAFE Lecturers" (Hall); "Marketing TAFE: Effective Public Relations and Marketing for the TAFE System" (Cutter, MacRae, Oliphant, Scott); and "Performance Indicators" (Guthrie). (CML)

ED 317 807 CE 054 626

Yuen, Steve Chi-Yin
Three Years Later: An Assessment of the Mississippi Diversified Technology Initiative. Final Report.
SPONS. AGENCY- University of Southern Mississippi, Hattiesburg.
PUB DATE- Dec 89
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; High Schools; *Student Characteristics; *Student Recruitment; *Teacher Administrator Relationship; *Teacher Background; Technical Education; *Technological Advancement
IDENTIFIERS- *Diversified Technology; Mississippi
The purpose of a study was to determine the demographics of the Diversified Technology (DT) program, its acceptance, and implementation in Mississippi. The DT program is a 2-year program to prepare 11th- and 12th-graders to go into postsecondary programs in technical areas such as hydraulics, robotics, lasers, and computer-aided design. At the time of the study there were 44 DT programs operating in Mississippi. Questionnaires were returned by 44 teachers, 42 vocational directors, 42 counselors, and 833 (88 percent) students. Findings included the following: 32 vocational centers had the 2-year program, 12 had only the first-year program; teachers reported that nearly one-third of the students who had completed the DT program had enrolled in postsecondary programs; 47 percent of the students currently enrolled expressed an interest in entering junior college technical programs upon completion of high school; most of the DT teachers came from industrial arts, science, and vocational education with an average of 6.8 years of teaching experience; 28 percent of the students were female; students cited counselors as most influential in the decision to enroll in the DT program, whereas teachers indicated that the greatest effort in recruiting students came from the teachers themselves; and vocational directors supported and promoted the DT program at their schools and provided the necessary support for the DT teachers. (Fourteen data tables are included in the report.) (CML)

ED 317 916 CG 022 434

Mayton, Daniel M., II; And Others
The Perceived Effects of Drug Messages on Use Patterns in Adolescents.

SPONS. AGENCY- Department of Education, Washington, D.C.
PUB DATE- 28 Apr 90
NOTE- 27p.; Paper presented at the Annual Meeting of the Western Psychological Association (70th, Los Angeles, CA, April 26-28, 1990).
GRANT- G008720244
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Credibility; *Drug Education; *Drug Use; Information Needs; *Information Seeking; *Information Sources; Secondary Education; Secondary School Students; Student Attitudes

This study was undertaken with the goal of assessing perceived value of the media and other sources as credible providers of drug information. The strategy was designed to learn which sources have utility and credibility with youth in providing drug information; whether different message content and delivery style have differential effects upon that group; and whether widely held perceptions voiced by parents and teachers about their ineffectiveness as information sources were accurate. Subjects (N=223) were adolescents randomly selected by their principals. Double-blind interviews, arranged to protect respondent anonymity, were conducted by trained interviewers from a research methods class. No interview was held when either an interviewer or respondent knew the other. Among the important findings of the study are that: (1) parents and teachers were trusted; (2) doctors, nurses, law officers, and clergy were also credible but not visible to youth; (3) the "evil media" and celebrity fears of parents and teachers were largely ungrounded in adolescent perception; and (4) factual information from credible sources emphasizing the range of types of negative consequences associated with drug use could exert powerful effects upon adolescents' reported personal use of drugs. (Author/ABL)

ED 317 991 CS 212 237

Greene, Stuart
Toward a Dialectical Theory of Composing. Occasional Paper No. 17.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Processes; Rhetorical Invention; *Social Cognition; *Theory Practice Relationship; *Writing Processes; Writing Research; Writing Skills
IDENTIFIERS- *Composition Theory; Empowerment; *Social Constructivism; Writing Development
This paper argues for a dialectical conception of theory that avoids the problem of trying to yoke together theories that embody conflicting epistemological and idealogical concerns in any unified way. Called a "cognitive-social epistemic," this dialectic is a theoretical construct that subsumes a family of cognitive and social theories that accounts for how writing gets produced. This construct acknowledges the power of social and ideological forces that can circumscribe thought and action; at the same time, it recognizes the critical role that individuals play in the construction of meaning through manipulating a community's symbols. Embedded in these two broad conceptions of a dialectical theory of composing are three principles that emphasize systematic inquiry and reflexivity in both theory and research. First, the development of theory depends on critical reflection, particularly upon the conceptual frameworks and methods that motivate work in composition. Second, the development of such a construct depends in large part on fine-grained observations of the processes that are of interest, observations that are meaningful to both teachers and researchers. And third, the adequacy of explanations can be measured by the extent to which the theories reflect the social contexts studied, not by how well they fulfill the ideological concerns that a given theorist might privilege. A review of social theories of knowledge in composition and the kind of teaching that has grown out of these theories focuses on (1) a weakness in the antifoundationalist program (which deconstructs categories of truth but gives no clear foundation or criterion for action); and (2) a need to realign discussions of literacy and literate practice to find a way to talk about how individuals create knowledge that leads to action. (Eighty-one references are attached.) (KEH)

ED 318 035 CS 212 324

Applebee, Arthur N.
Book-Length Works Taught in High School English Courses. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-CS-90-05
PUB DATE- May 90
NOTE- 3p.
CONTRACT- RI88062001
GRANT- G008720278
AVAILABLE FROM- ERIC Clearinghouse on Reading and Communication Skills, Smith Research Center, Suite 150, Indiana University, Bloomington, IN 47408-2698 (no cost; up to 10 no-cost items, $2.00 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Drama; Educational Research; *English Curriculum; *English Instruction; *Fiction; *High Schools; *Literature Appreciation; School Surveys
IDENTIFIERS- ERIC Digests; Literary Canon
This digest discusses the highlights of a study which surveyed (in 1988) the book-length works taught in high school English programs in public, parochial, and independent schools and then compared the survey results with results of a similar survey in 1963. The digest reports that the 10 titles most frequently taught in public, Catholic, and independent schools for Grades 9-12 are remarkable for their consistency more than their differences: the titles included in the top 10 are identical in the public and Catholic school samples, and nearly so in the independent schools. Additionally, the digest reports that the lists of most frequently required texts show little recognition of the works of women or of minority authors and have changed only minimally since 1963. (SR)

ED 317 677 CE 054 093

Simms, Margaret C.
The Effectiveness of Government Training Programs. Background Paper No. 10.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 43p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4768-75-021-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; Adults; *Disadvantaged; Eligibility; *Employment Programs; Federal Legislation; *Federal Programs; *Job Training; Policy Formation; Postsecondary Education; *Program Effectiveness; Program Evaluation; Public Policy; Youth Employment
IDENTIFIERS- *Comprehensive Employment and Training Act; *Job Training Partnership Act 1982

Several social objectives influence government sponsorship of employment programs: (1) training for mobility to reduce disruptions caused by change; and (2) increasing skill levels to increase productivity. Evaluation of program effectiveness considers whether the program served its target groups, what activities were provided, and what the outcomes were. The Comprehensive Employment and Training Act (CETA) targeted disadvantaged groups and provided classroom training, work experience, on-the-job training, and job placement. Wide fluctuations in estimates of CETA's net impact make it difficult to determine participant outcomes and cost-effectiveness. CETA's restructuring as the Job Training Partnership Act (JTPA) added performance standards and decentralization, which may have limited the extent of services to mandated populations. Reviews of JTPA Titles II and III found some net gains, although those in most need are not always likely to receive assistance. Special youth programs such as the Summer Training and Education Program and JOBSTART have had modest positive outcomes. In general, the more effective programs for youth and disadvantaged adults are the more expensive ones. Government employment programs have served only a small proportion of their eligible population. Policy questions for future programs remain: Should they continue the same mix with more funds and participants? Serve fewer people more intensively or more people less intensively? or Should more attention be paid to matching individuals to the most appropriate programs and activities? (31 references) (SK)

ED 317 690 CE 054 106

Berkowitz, Monroe; Berkowitz, Edward
Labor Force Participation among Disabled Persons. Background Paper No. 23.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 54p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4773-75-027-04
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Disabilities; Economic Factors; *Employees; *Employment Patterns; Employment Qualifications; Injuries; Insurance; Labor Legislation; Sheltered Workshops; *Supported Employment; Veterans; *Vocational Rehabilitation; *Welfare Services
IDENTIFIERS- Social Security
Disabled persons cannot be identified with precision. Because of this, there can be no single unambiguous count of disabled persons. However, the Social Security Administration surveys indicated that in 1966 and 1978, about 17 percent of the population considered themselves as having some degree of work disability. Severe work disability increased from 6 percent in 1966 to 8.6 percent in 1978. In 1966, 19.2 percent of the severely disabled reported being in the labor force; in 1978, this proportion had decreased to 13.6 percent. The U.S. disability system consists of a social security track, complete with medical care and limited rehabilitation services; a public assistance track, also with medical care and rehabilitation services; a work injury track; special tracks for veterans; and a private sector track. Laws that alter minimum

standards of employment, that set aside money or jobs, and that attempt to guarantee employment also characterize the system. Rising disability benefit rates lower labor force participation rates. Studies indicate that the vocational rehabilitation program has an impact on some clients, but studies need to be extended. The United States has developed a costly and reasonably adequate system of income benefits for the disabled. It is time to give more thought to the adequacy of rehabilitation efforts, with the full realization that rehabilitation, like any complex social goal, cannot simply be mandated into existence. (78 references) (CML)

ED 317 717 CE 054 364

Zellers, Donna; Zellers, Robert W.
Learning about Our Past through People: An Oral History Approach to Learning, 5 to 8 Grade Level. Teacher's Guide and Student Materials.
Adult Education Services, Johnstown, PA.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE- 89
NOTE- 48p.
CONTRACT- 98-9030
AVAILABLE FROM- AdvancE Adult Education Clearinghouse, PDE Resource Center, 333 Market Street, Harrisburg, PA 17127-0333 (related audiotape available on loan).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Basic Education; *Audiotape Recordings; Communication Skills; *Interviews; Listening Skills; Notetaking; *Oral History; Revision (Written Composition); *Writing (Composition)
Designed for adult basic education students at a fifth- to eighth-grade level, these materials explain the use of oral history as a means of learning about the past as well as improving student motivation, communication skills, and attitudes toward learning. Each of the eight chapters in the teacher's guide contains a

vocabulary list, objectives, summary, and recommended teaching methods. The eight parallel chapters in the student guide present information at an appropriate reading level and give directions for learning activities. Chapter topics are choosing a subject, interviewing, taking notes, using the tape recorder, transcribing, composing the first draft, editing, and preparing the final product. (SK)

ED 317 780 CE 054 530

Smith, David Lawson; Ament, Patrick A.
At-Risk Secondary Students and the Impact of Occupational Education.
Nevada State Dept. of Education, Carson City. Planning, Research and Evaluation Branch.
PUB DATE- Mar 90
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Career Exploration; Dropout Attitudes; Dropout Characteristics; *Dropout Prevention; Dropout Research; *Dropouts; *High Risk Students; *School Holding Power; Secondary Education; Success; *Vocational Education; Work Study Programs
Estimates of the current national dropout rate during grades 9-12 ranged between 25 percent and 30 percent. Studies were undertaken to determine the characteristics of dropouts; the consequences of dropping out of school; and associations between dropping out and specific curricula, including the occupational curriculum. Because of methodological problems, some studies were inconclusive or suggested that the occupational education curriculum was more associated with dropping out than were the general or academic curricula. Recently, more carefully controlled studies indicated a positive relationship between involvement in an occupational curriculum and retention of the at-risk student. Studies have identified components of the occupational curriculum most associated with retention, such as teacher control of curriculum, small class size, individualization, student recognition, external ties, and work experience. Improving the retentive quality of occupational education should include continued encouragement of academic skill acquisition in the occupational education curriculum; encouragement of career exploration and guidance programs and early, relevant introductory occupational education experiences; facilitation of broader student options for enrollment in job-specific training courses by the tenth grade; and provision of appropriate and relevant work-study experiences. (A six-page list of references is included in the document.) (CML)

ED 317 862 CE 054 744

Myth #8: Reading Is More Important than Math.
Education Writers Association, Washington, DC.; Institute for Educational Leadership, Washington, D.C.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- Oct 88
NOTE- 7p.; For related documents, see CE 054 736-748.
AVAILABLE FROM- Education Writers Association, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Abstract Reasoning; *Course Selection (Students); *Educational Needs; *Education Work Relationship; Elementary Secondary Education; Employer Attitudes; Higher Education; Logical Thinking; Mathematics Anxiety; *Mathematics Skills; Outcomes of Education; *Relevance (Education)

Adeptness in abstractions and analysis--the language of math--is at least as important as adeptness at reading words for individuals in business and industry. Mathematics literacy stimulates the problem-solving and critical thinking skills that the workplace now demands. A National Assessment of Educational Progress study found that about half of high school graduates do not have junior-high level math skills. Patterns indicate that males and high-achieving students are the only groups whose use of computers is increasing. Instructional changes to improve math achievement include (1) making computers and calculators available to all students; (2) reflecting real-world math applications in problems and projects; and (3) integrating probability, statistics, and discrete math into the curriculum for all students. Other recommendations are changes in textbook content and student evaluation, business involvement in advocating math programs, and greater equity, that is, higher expectations in math performance for all students. (The document includes three graphs and the names, addresses, and phone numbers of eight sources of information.) (CML)

ED 317 903 CG 022 417

Luna, G. Cajetan
Street Youth: Adaptation and Survival in the AIDS Decade.
PUB DATE- Jun 89
NOTE- 9p.; Paper presented at the Annual International Conference on Acquired Immunodeficiency Syndrome (5th, Montreal, Quebec, Canada, June 4-9, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Adjustment (to Environment); *Adolescents; At Risk Persons; Health Education; *Health Needs; *Homeless People; Housing Needs; Prevention; Runaways; Trend Analysis; *Youth Problems
Street youth remain at the fringes of society reflecting larger inherent social problems. Whether due to the death of parents, as a result of war, poverty, famine, disease, abandonment or abuse the health and social problems of the world's 100 million street youth are profound. By 1987 it was accepted that street youth were a high risk population for Acquired Immune Deficiency Syndrome (AIDS) due to their street activities and related survival strategies. Clinical cases of AIDS began to appear among homeless street youth still in their teenage years or former street youth in their early 20s. It is recognized that the health and social problems of street youth are similar everywhere and have been throughout time. The AIDS epidemic gives impetus to immediate and comprehensive preventive action. Given the current urgency of the AIDS problem on the west coast, nationally and internationally, long-term housing for street youth who are infected with Human Immunodeficiency Virus must be available on a large scale with coordinated social and health services. In addition, street based AIDS education and outreach should not only target street prostitutes but their customers with particular attention to tourists. Programs must be supported which empower perennial street youth themselves, programs which assist by organizing them to advocate for their rights and treating them with the dignity they deserve. (ABL)

ED 317 945 CG 022 464

Mosqueda, Patricia Flakus; Palaich, Robert
Mentoring Young People Makes a Difference.
Education Commission of the States, Denver, Colo.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- Jan 90
NOTE- 24p.
AVAILABLE FROM- Education Commission of the States, 707 17th St., Suite 2700, Denver, CO 80295 (No. AR-90-1, $6.75; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS Adolescent Development; *Adolescents; Counselor Client Relationship; *Helping Relationship; *Mentors; *Modeling (Psychology); Peer Counseling; *Role Models; Socialization; Youth
This paper focuses on the problems of youth at risk of not successfully making the transition to adulthood. It examines the concept of mentoring and discusses several existing and successful mentoring programs. It looks at mentoring as it relates to young people--teenagers, young adults, and also some "pre-teens." Chapter 1 presents an overview of mentoring--its appeal, the characteristics of a mentoring relationship, its benefits, its social context, and its long-term goals. Chapter 2 examines where mentoring is occurring for young people, with a focus on programs affiliated with college campuses, within-school mentoring, and state-initiated mentoring. Private or nonprofit support for mentoring is also discussed. Chapter 3 reviews the policy context of mentoring, with suggestions for policy makers who may be considering mentoring as part of their agendas. (TE)

ED 317 743 CE 054 471

Education for the World of Work in the State of Maine: Initiatives and Recommendations. Final Report of the Commissioner's Task Force To Study Secondary Vocational Education in Maine.

Maine State Dept. of Educational and Cultural Services, Augusta. Bureau of Adult and Secondary Vocational Education.

PUB DATE- 28 Dec 87
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Career Education; Career Planning; Educational Administration; Educational Change; Educational Finance; *Educational Improvement; *Educational Planning; Educational Trends; Education Work Relationship; Futures (of Society); *Program Improvement; Secondary Education; *State Programs; State Standards; *Statewide Planning; Teaching Methods; *Vocational Education
IDENTIFIERS- *Maine

This task force report offers specific recommendations to enhance secondary vocational education as an integral component within the total educational spectrum in the state of Maine. The task force identified six major initiatives and made 30 specific recommendations, which are detailed in this report. The six initiatives cover (1) approaches to educational delivery; (2) access; (3) education for the world of work; (4) career information and planning; (5) structure and finance; and (6) administration. (KC)

ED 317 822 CE 054 660

Wood, Jimmie; Kellum, Mary
Exploring Communication Technology.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 87
NOTE- 275p.; For related documents, see CE 054 656-659. Document contains colored paper.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. 301301: $10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Exploration; *Communication Skills; Competency Based Education; Curriculum Guides; *Design; *Drafting; Freehand Drawing; Graphic Arts; Industrial Arts; Information Networks; Occupational Information; *Photography; Problem Solving; *Reprography; Secondary Education; Technological Literacy; *Telecommunications; Verbal Communication
These teacher's materials for a seven-unit course were developed to help students develop technological literacy, career exploration, and problem-solving skills relative to the communication industries. The seven units are on an introduction to communication, verbal communication, design and sketching, drafting, graphic reproduction, photography, and electronic communication. The first section is designed to teach teachers how to use the materials and includes an explanation of instructional elements, an instructional-task analysis for each unit, and a list of 28 references. The instructional elements for the units include objectives, suggested activities, information sheets, transparency masters, assignment sheets, job sheets, tests, and test answers. Some elements, such as the information sheets, include photographs, diagrams, and line drawings. (CML)

ED 317 848 CE 054 723

Clark, Terry W.
Getting to Grips with Skills Audits.
TAFE National Centre for Research and Development, Ltd., Leabrook (Australia).
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
REPORT NO.- ISBN-0-86397-062-1
PUB DATE- 90
NOTE- 74p.; For a related document, see CE 054 724.
AVAILABLE FROM- TAFE National Centre for Research and Development, Attn: Sales, 252 Kensington Road, Leabrook, South Australia 5068 ($9.00 Australian).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Vocational Education; *Employment Qualifications; Foreign Countries; *Industrial Structure; Job Development; *Job Skills; *Skill Analysis; *Task Analysis
IDENTIFIERS- *Australia; Strategic Planning
Written for the Australian general reader who wants to understand important trends in vocational education and training, this document describes skills audits and provides an annotated list of publications for those who want more information. The first section defines skills audits as identification of the skills required and held by the work force and states that such audits may help businesses identify the complete range of skills at their disposal, identify deficiencies in the skills they require, set corporate objectives, maximize productivity, and provide employees with more fulfilling jobs and rewarding career paths. The second section considers skills audits in the broader text of industry and award restructuring that is caused by new technology and the increasing sophistication of consumers. The third section includes implications for workers. The fourth section examines skills audits in detail, including their relationship to competencies, objectives, strategic planning, reporting outcomes, redesigning jobs, and ongoing skills monitoring. The fifth section concerns when to use skills audits and who should conduct them. The sixth section provides four case studies involving skills audits conducted in 1989. The seventh section describes how the outcomes of a skills audit are implemented. Thirty-three publications are annotated in the concluding section. (CML)

ED 317 875 CG 022 383

The National Career Development Guidelines. Local Handbook for Community and Business Organizations.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- 89
NOTE- 99p.; For other handbooks in this series, see CG 022 382-388.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adult Programs; Adults; *Business; *Career Development; Career Planning; *Program Improvement

This handbook, one of five local handbooks developed to support specialized implementation of the National Career Development Guidelines, presents guidelines for developing comprehensive programs for adults who are served by community and business organizations. Part I describes the need for guidelines and standards in career development, defines career development programs within the context of education and training, and discusses national, state, and local roles in establishing and implementing standards. A comprehensive set of adult competencies and indicators is recommended and organized into three broad areas: self-knowledge, educational and occupational exploration, and career planning. An organizational capabilities section provides statements of the commitments, structure, and support required for effective career development programs. The personnel requirements section describes the roles of various staff members and identifies specific competencies needed by counselors and other staff for effective program delivery. Part II present an implementation process that uses the guidelines to establish career development standards and improve existing programs. The process encourages flexibility in standards-setting efforts, builds upon existing program strengths, stimulates coordination within agencies or organizations, and enhances cooperation with other organizations. Appendices provide a set of competencies and indicators for all levels; sample forms; local program examples; a listing of resource materials related to career development standards and program implementation; and a listing of all State Occupational Information Coordinating Committees. (NB)

ED 317 977 CS 010 025

Murphy, Sharon
Discourse Types in Canadian Basal Reading Programs.
PUB DATE- Dec 89
NOTE- 15p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Discourse Analysis; Elementary Education; Foreign Countries; Reading Research; Textbook Content; *Textbook Evaluation
IDENTIFIERS- *Canada; *Control Analysis; Text Factors; Textual Analysis
This study examined the authorship and discourse types of Canadian basal anthologies to determine whether the lingering centrality of the basal anthology in Canadian programs controls students and teachers by controlling language and reading. Each selection within five Canadian basal series (Gage Expressways II, Ginn Journeys, Holt Impressions, McGraw-Hill Ryerson Unicorn, and Nelson Networks) in grades one, three, and five were coded for authorship and discourse type. Results indicated that although Canadian programs still exhibit some of the controlling features characteristic of basal readers produced in the United States, the basal publishing industry in Canada appears to exhibit an implicit sense of textual integrity and wholeness by keeping adaptation to a minimum. House-written material, for narrative in particular, tends to decline across the grades suggesting an increasing emphasis on literature but this decline is partially offset by an increase in expository house-written text in Grade Five. (One table of data is included: 18 references are attached.) (RS)

ED 317 794 CE 054 593

Irwin, Paul M.
Adult Literacy Issues, Programs, and Options, Updated.
Office of Vocational and Adult Education (ED), Washington, DC. Clearinghouse on Adult Education and Literacy.
PUB DATE- 19 Oct 88
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Educationally Disadvantaged; Federal Legislation; *Federal Programs; *Functional Literacy; *Government School Relationship; *Illiteracy; *Literacy Education; Outcomes of Education
IDENTIFIERS- Family Support Act 1988; Omnibus Trade and Competitiveness Act 1988; Workplace Literacy
Media reports suggest widespread illiteracy among adults who may not be able to read, write, speak, or otherwise communicate competently enough to meet the demands of modern society. There is no consensus on the definition of illiteracy or supporting

statistics. According to the U.S. Department of Education, the adult illiteracy rate is 13 percent, or 17-21 million persons. Other estimates of illiteracy, functional incompetency, and marginal competency range from 0.5 percent to 50 percent of the adult population. Of the 191 million who were 14 years or older in 1985, the number who are less than functionally proficient would range from under 1 million to over 100 million. Illiteracy and incompetency in the work force imply losses through low productivity, accidents, employee errors, and extra training programs. High rates of illiteracy are reported among welfare recipients and prison inmates. Illiteracy also impinges on national security. Federal assistance for adult education and literacy programs is primarily authorized through the Adult Education Act (AEA), which serves 3.2 million people yearly and had a FY89 appropriation of $155 million. The AEA has been extended through 1993. Other federal legislation that supports literacy education includes the Omnibus Trade and Competitiveness Act of 1988 and the Family Support Act of 1988. Amending federal programs to clarify priorities, targeting assistance to adults most in need, establishing a national commission to define literacy and increasing the quality of literacy data are under discussion. (The document includes 16 references.) (CML)

ED 317 836 CE 054 701

Hollin, Freda
Computer Assisted Learning in Numeracy.
Adult Literacy and Basic Skills Unit, London (England).
PUB DATE- 90
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Computer Assisted Instruction; *Computer Software; Database Management Systems; *Instructional Materials; *Literacy Education; Mathematics Curriculum; *Mathematics Instruction; *Mathematics Skills; Spreadsheets; Word Processing
IDENTIFIERS- LOGO Programing Language; *Numeracy

Computer-assisted learning in numeracy for adults is far less developed than computer-assisted learning in literacy. Although a great many software programs exist, few are suitable for adults and many offer only drill and practice exercises instead of teaching genuine computer skills. One approach instructors can take is to have their students use content-free software, such as word processing, database management, and spreadsheet programs. With this approach, students develop computer skills at the same time they develop language, numeracy, or literacy skills; the computer program is never redundant; it is possible to develop new materials; existing materials can be modified; and once they have learned how to use the program, students have a powerful tool to use in other areas of their life. Instructors can learn the program with their students and should not let the fact that they are not expert in it deter them from using the program with students. Instructors can set up spreadsheets for basic number work, including exploring magic squares, discovering a relationship between two numbers, and investigating the powers of 10. In addition, they can use the spreadsheet program for its usual accounting exercises, such as working out personal budgets and comparing methods of payment. Word processing programs can be used to let students write about their experiences with math and answer on-screen worksheets that require mathematical thinking. The programming language LOGO can be helpful to adults, but they often are not interested in it. When students create a database with programs such as World Count, which has a high degree of numeracy content, the computer becomes an additional resource rather than the focus of attention. (CML)

ED 317 931 CG 022 450

Reed, James R.
What Group Practicum Events Do Students Relate to Their Development as Counselors? An Exploratory Study.
PUB DATE- Apr 90
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Attitudes; Counselor Characteristics; *Counselor Training; Experiential Learning; *Group Instruction; Higher Education; *Practicums; *Student Development; Student Reaction; Teaching Methods
Group practicum classes in counselor training most commonly blend didactic information, case presentations, and interpersonal process material. This study was conducted to investigate the effect of these three classroom events on 17 students' conscious awareness of their development as counselors. Data consisted of group practicum students' responses to an open-ended short-answer survey form. These were analyzed both qualitatively and quantitatively: first, they were read and sorted to identify recurring themes related to counselor development, and then the protocols were coded and the resulting frequency data were submitted to a log linear analysis, in order to assess which classroom events the students were responding to with greatest frequency. Results support the conclusion that, of the three classroom events, process material seems to have had the greatest effect on the students. Qualitative analysis of the data suggest that group practicum students face four tasks as they develop as counselors: (1) overcoming fears of peer evaluation; (2) learning to use peer comments to assist in their development as counselors; (3) learning how to think like a counselor by considering the process, rather than the content, of interactions; and (4) learning to trust their own instincts as counselors. (Examples are included that illustrate these tasks. References are included.) (TE)

ED 317 960 CS 010 008

IBM Directory of Educational Objectives and Networkable Software for Grades K-8 in Language Arts, Reading, and Mathematics.
IBM Corp., Atlanta, GA. Educational Systems.
PUB DATE- May 89
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Computer Assisted Instruction; Computer Networks; *Computer Software Selection; *Courseware; Educational Objectives; Elementary Education; Instructional Materials; *Language Arts; *Mathematics Instruction; *Reading Instruction; Thinking Skills
IDENTIFIERS- Networking

Intended as an easy-to-use quick reference tool for finding good software packages to meet specific educational objectives in language arts, reading, and mathematics, this directory focuses on highly rated software designed to teach basic learning and thinking skills. Software listed in the directory is available from International Business Machines (IBM) and other selected vendors. The directory includes subject area educational objectives and software matrices, an alphabetical list of software titles, and software publisher contact information. (RS)

ED 318 008 CS 212 294

Ackerman, John M.
Reading, Writing, and Knowing: The Role of Disciplinary Knowledge in Comprehension and Composing. Technical Report No. 40.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Content Area Writing; Critical Reading; Essays; Graduate Students; Higher Education; *Prior Learning; Protocol Analysis; Reading Comprehension; *Reading Writing Relationship; *Writing Processes; Writing Research
IDENTIFIERS- Constructivism
A study explored how writers with extensive experience and learning in an academic discipline used both topical and rhetorical knowledge to construct synthesis essays. Subjects, 20 psychology graduate students and 20 business graduate students, wrote synthesis essays on either the topics of "supply-side economics" or "rehearsal in memory." Half of the subjects completed think-aloud protocols, and their composing processes were analyzed for different qualities and frequencies of elaborations and rhetorical awareness and for task representation. Analysis of variance indicated that (1) "high knowledge" writers evidenced unique elaborative and rhetorically sensitive performance; (2) high knowledge writers included more "new" information in their essays in the top levels of essay organization; (3) low knowledge writers elaborated less but did rely on structural and content-based awareness to compose. Findings confirmed the interrelatedness of comprehension and composing processes and illustrated how writers, with varying levels of topic familiarity, use both their knowledge of disciplinary topics and their experience as readers and writers to compose synthesis essays. (Fifteen tables of data, four figures, and one note are included; 180 references and two appendixes of data are attached.) (RS)

ED 318 022 CS 212 309

Murray, Donald M.
All Writing Is Autobiography.
PUB DATE- 90
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Autobiographies; Creative Thinking; *Creative Writing; Expository Writing; Higher Education; Language Styles; Personal Narratives; *Reading Writing Relationship; *Rhetorical Invention; Writing Processes; Writing Strategies
IDENTIFIERS- *Voice (Rhetoric); Writing Functions

A writer and educator with an obsession for writing and a concern with the teaching of writing demonstrates how all writing, in many different ways, is autobiographical and that autobiography grows from a few deep taproots that are set down into the past in childhood. Autobiography (described as the way an individual makes meaning out of his or her past, present, and future life) exists in the examples the writer uses and in the text the writer weaves around them, producing a particular way of looking at the world and of using language to communicate what is seen. Examples from personal fiction and non-fiction texts illustrate the autobiographical presence in various forms of writing and show how autobiography can empower the student in the composition classroom. (KEH)

ED 317 665 CE 054 081

Bishop, John

Incentives for Learning: Why American High School Students Compare So Poorly to Their Counterparts Overseas. Background Paper No. 1.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 88p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4755-75-007-04
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Achievement Tests; College Admission; Credentials; Educational Policy; Employer Attitudes; *Employment Practices; Foreign Countries; High Schools; *High School Students; *Incentives; Outcomes of Education; Policy Formation; Rewards; *Student Motivation; Time on Task

The learning gap between high school students in the United States and those in many other countries has several causes. First, U.S. students devote a lot less time and interest to learning. A second major reason is parental and school board apathy. Cultural comparisons reveal a lack of incentives for learning accomplishment in the United States, stemming from (1) the lack of labor market reward for high school achievement; (2) peer pressure that discourages studying, because students compete against each other rather than for achievement of fixed standards of competence; and (3) admission to selective colleges is based on aptitude tests rather than absolute standards of achievement. In other countries, studying hard is not a national character trait but a response to the way society rewards achievement. The difficulty lies in designing a system that motivates by recognizing and rewarding learning effort and achievement. Reform recommendations include statewide achievement examinations, local competency profiles, portfolios of graduation credentials, release of student records to employers, credential data banks, changes in college admission policies, greater use of improved employment tests, and school-based rewards for learning. Underrepresented minorities particularly would benefit through improved ability to compete in the labor market. (70 references) (SK)

ED 317 704 CE 054 120

Levine, David I.; Strauss, George
Employee Participation and Involvement. Background Paper No. 35b.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 56p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4777-75-031-04
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Demonstration Programs; Employee Responsibility; Employees; Employer Attitudes; *Employer Employee Relationship; Management Teams; Organizational Development; *Participative Decision Making; *Personnel Management; *Productivity; Quality Circles; Quality Control; *Unions
IDENTIFIERS- National Labor Relations Act
Formal worker participation schemes, such as the quality circles and related employee involvement schemes that have been introduced in 75 percent of Fortune 500 companies, are likely to have a lasting impact on the way many organizations work. In a majority of empirical studies, direct participation is associated with at least a short-run improvement in satisfaction, commitment, quality, productivity, turnover, and/or absenteeism. In almost no cases does participation make things worse. Sustained long-term improvements in performance occur only when (1) participative groups are given the information and authority to make substantial changes in the workplace; (2) supervisory behavior is altered so that formal participation is consistent with the way things are usually done; (3) workers and managers are rewarded for increased responsibility and productivity; (4) job security and guarantees of individual rights make workers feel free to participate; and (5) employees believe that participation is not merely a means of speed-up or a threat to their jobs or union. The government should subsidize research and demonstration projects, introduce participation within federal agencies, and revise the National Labor Relations Act to make it clear that participation programs are legal in both union and nonunion settings, as long as their purpose is neither to bypass nor to avoid unions. (73 references) (CML)

ED 317 731 CE 054 423

Military Career Paths. Career Progression Patterns for Selected Occupations from the Military Career Guide.

Military Entrance Processing Command (DOD), North Chicago, IL.

PUB DATE- Nov 89
NOTE- 133p.; For a related document, see CE 054 422. Photographs will not reproduce well.
AVAILABLE FROM- U.S. Military Entrance Processing Command, Attn: MEPCT, 2500 Green Bay Road, North Chicago, IL 60064-3094.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Choice; Career Development; *Career Guidance; *Career Ladders; Career Planning; *Enlisted Personnel; *Military Service; *Occupational Information; *Officer Personnel; Vocational Education

This document was developed in response to requests from guidance professionals for information about career progression in the military. It presents descriptions of typical career development patterns over a 20-year period for 25 enlisted and 13 officer occupations. The enlisted occupations are: administrative support specialists, air crew members, air traffic controllers, aircraft launch and recovery specialists, aircraft and automobile mechanics, boiler technicians, carpenters, computer programmers, electronic instrument and weapons systems repairers, food service specialists, infantry personnel, machinists, marine engine mechanics, medical service technicians, military police, personnel specialists, radar and sonar equipment repairers and operators, radio equipment repairers, X-ray technicians, religious program specialists, reporters and newswriters, and special operations forces. The officer occupations are: airplane navigators and pilots, civil engineers, infantry officers, intelligence officers, lawyers, meteorologists, nuclear engineers, physicians and surgeons, registered nurses, ship and submarine officers, supply and warehousing managers, and transportation managers. In addition to the career descriptions, the document includes information on how to read the career descriptions, an introduction to careers, a section on developing a career plan, general information on enlisted careers and officer careers, a section on career mapping, and a 21-item glossary of military terms. Numerous color photographs illustrate the text. (CML)

ED 317 756 CE 054 494

Moore, Kimberly A.; Askov, Eunice N.
Computer-Assisted Instruction in Basic Skills for Older, Low-Literate Adults. Final Report.
Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.
SPONS. AGENCY- Pennsylvania State Dept. of Aging, Harrisburg.
PUB DATE- Jun 89
NOTE- 21p.
AVAILABLE FROM- Institute for the Study of Adult Literacy, Pennsylvania State University, 204 Calder Way, Suite 209, University Park, PA 16801.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Attitude Change; Basic Skills; Blacks; Community Education; *Computer Assisted Instruction; *Courseware; Functional Literacy; *Literacy Education; *Older Adults; Student Attitudes
IDENTIFIERS- *Pennsylvania

A 6-month study examined the attitudes of older, low-literate adults toward using computers to learn to read and tried to determine the effectiveness of Penn State Adult Literacy Courseware for beginning readers with older, low-literate adults at a community-based senior center. The students were 10 black adults, aged 66 to 86 and educated at the 2nd- to 11th-grade level. They were tutored by 10 females, 8 of whom were black, who ranged in age from 64 to 72. All tutors were educated at the secondary level or beyond, seven of them had tutored before, and three said that they had had some experience using computers. The Attitudes toward Computers for Reading Instruction questionnaire and the Slosson Oral Reading Test (SORT) were used as pre- and posttests. The tutors were trained in the courseware before working with the students. The range of actual instructional hours was 6 to 19, and only 7 tutor-student pairs were active at the end of the study. No strong conclusions about the effectiveness of the courseware and the attitudes of the students can be made, due to the absence of a control group and the small sample size. Gains on the SORT occurred for all but two of the seven students. The mean gain was 2 months. Overall, changes in the students' attitudes toward computer-assisted reading were in a positive direction. (CML)

ED 317 768 CE 054 513

Hayton, Geoff; And Others
Integrating Quality Concepts into TAFE Courses.
TAFE National Centre for Research and Development, Ltd., Leabrook (Australia).
SPONS. AGENCY- Australian Dept. of Industry, Technology, and Commerce, Canberra.
REPORT NO.- ISBN-0-86397-285-3
PUB DATE- 89

NOTE- 143p.
AVAILABLE FROM- TAFE National Centre for Research and Development, 252 Kensington Road, Leabrook South Australia 5068, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Continuing Education; Course Content; *Curriculum Development; Curriculum Guides; Engineering; Foreign Countries; Hospitality Occupations; *Integrated Curriculum; Manufacturing; Models; Office Occupations; *Quality Control; Sheet Metal Work; Technical Education; Vocational Education
IDENTIFIERS- *Australia; Customer Satisfaction; TAFE (Australia)
This document contains the written outcomes from a 1988 project designed to result in the development and integration of instruction on quality into existing Australia's technical and further education (TAFE) courses. The document is intended for TAFE senior staff, staff developers, teaching staff, and curriculum developers; and senior management in industry, unions, and government departments. Following an introduction, the second section explains what constitutes quality, discusses key principles, lists the benefits of integrating quality into TAFE courses, and lists requirements for successful integration. Section 3 describes a study on quality that involved interviews in 40 firms. Section 4 makes policy suggestions regarding curriculum development, accreditation-reaccreditation, and staff development. Section 5 provides a framework for curriculum development. To illustrate that integration, Section 6 provides pilot curricula in a trade certificate course in sheet metal, an associate diploma course in mechanical engineering, and a short course in hotel bar supervision. Section 7 describes the types of materials that would be suitable for teaching modern quality concepts in existing TAFE courses. Descriptions are provided of training packages that teach the key principles of quality, the key principles applied to office administration, and the key principles applied to manufacturing. Section 8 provides an agenda for an 8-hour workshop to explain the document's principles to staff. Twenty-three references are included. Appendices contain a list of project advisors, information on existing courses on quality, and existing resources on quality. (The industry survey report and the video training package are not included.) (CML)

ED 317 808 CE 054 627

Blalock, Ann Bonar, Ed.; And Others
Evaluating Social Programs at the State and Local Level. The JTPA Evaluation Design Project.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
REPORT NO.- ISBN-0-88099-090-2
PUB DATE- 90
NOTE- 412p.; For related documents, see ED 278 837-845.
AVAILABLE FROM- W. E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI (paperback: $16.95; hardcover: $25.95--ISBN-0-88099-089-9).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Community Programs; Cost Effectiveness; Education Work Relationship; Employment Programs; Evaluation Criteria; Management Information Systems; *Outcomes of Education; *Program Costs; *Program Effectiveness; *Program Evaluation; School Business Relationship; State Programs; *Work Experience Programs
IDENTIFIERS- *Job Training Partnership Act 1982
This book on evaluating social programs is an outcome of the Job Training Partnership Act (JTPA) Evaluation Design Project, which produced a set of 10 guides for the evaluation of state and local JTPA programs. This book distills ideas from these guides and applies them to a larger context. Part 1 presents a general approach to program evaluation and includes the following chapter: "Evaluating Programs" (Blalock). Part 2 presents complementary approaches to evaluating programs and includes the following chapters: "Evaluating Net Program Impact" (Johnson, Stromsdorfer); "Evaluating Gross Program Outcomes" (Simpson); and "Evaluating Program Implementation" (Grembowski, Blalock). Part 3 presents organizational and political issues in evaluating programs and includes the following chapters: "User-Centered Program Evaluation" (Feldman) and "Strategies for Supporting Comprehensive Evaluations" (Blalock). Each chapter includes a reference list. Appendix A provides an overview of the JTPA, the case example used throughout the book. Appendix B addresses the capacity of program management information systems (MISs) to support program evaluation. Appendix C lists the series of evaluation guides produced by the JTPA Evaluation Design Project. Appendix D provides background information about the book's authors. (CML)

ED 317 889 CG 022 401

Geller, William W.
Challenge to Challenge.
PUB DATE- 90
NOTE- 13p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Activism; *College Role; College Students; Higher Education; *Mass Media Effects; Mass Media Use; *Social Problems; *Social Values; *Student Development; *Student Personnel Workers

To have an impact on students and help them think about the major social issues faced by society today, student personnel professionals must formulate and implement new and significant initiatives. The primary question is whether or not a particular institution will permit discussion of the issues and the creation of a message containing moral and value tones. Although it might be fairly easy for an institution to take a stand on alcohol or drug use, it may be more difficult to reach a position on issues of safe sex and of homosexuality. Peer helpers have been used in the areas of orientation, tutoring, alcohol and drug education, wellness and health education, and Acquired Immune Deficiency Syndrome (AIDS) education. The question is whether these peers will take on the new role of public activists who can challenge other students' behavior and thinking. Colleges could also borrow techniques from the popular mass media. The chief student affairs officer needs to be one of the leaders in the effort; student affairs staff, other campus personnel, and students need to be involved. The University of Maine at Farmington has developed a plan that engages students by emphasizing novel means of communication that will rouse student emotion and sensitivity. The experience at the university has been revealing and instructive. (NB)

ED 317 917 CG 022 435

Kampfe, Charlene M.
Dignity Versus Dehumanization in Long-Term Care Settings for Older Persons: A Training Outline.
PUB DATE- 18 Mar 90
NOTE- 13p.; Poster presented at the Annual Convention of the American Association of Counseling and Development (Cincinnati, OH, March 16-18, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Inservice Education; Interpersonal Communication; *Interpersonal Relationship; *Long Term Care; *Older Adults; *Training
IDENTIFIERS- *Respect
This paper describes the types of attitudes and behaviors that might be destructive to an individual's sense of self-worth, and suggests that counselors in long-term care settings face the challenge of changing these. One strategy for counteracting potential dehumanization, offering in-service training to all levels of staff and administrators, is outlined in this paper. These materials are included: (1) an outline of the entire program which includes information on the target population, objective, time requirements, materials, preparation, and pretest; (2) an outline of the first exercise in which the trainer lectures on dehumanization, including lack of autonomy, communication problems, lack of privacy, and general disrespect, followed by group response on dehumanizing situations; (3) an outline of the second exercise in which participants list and discuss things they have done which are dehumanizing; and (4) an outline of the third exercise in which previous training is reviewed and groups list things happening in particular settings (such as hospitals) which are dehumanizing and how to change these conditions. The appendix includes a paper on the counselor's challenge in regard to dehumanization in long-term care facilities; the pretest and posttest; and a line drawing depicting two methods of discussing a change in medication. (ABL)

ED 317 946 CG 022 466

Krick, Robert L.; And Others
Stressors Affecting the Male Divorced Client.
PUB DATE- Jun 89
NOTE- 20p.; Paper presented at the American School Counselor Association Elementary/Middle School Guidance Conference (Little Rock, AR, June 25-28, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Child Custody; Child Support; Counselor Role; *Divorce; Economic Factors; *Emotional Adjustment; Family Problems; Legal Problems; *Males; Marital Instability; One Parent Family; Personal Autonomy; Social Adjustment; Social Isolation; *Stress Management; *Stress Variables
A literature review of the Educational Resources and Information Center (ERIC), Psychological Abstracts, and Dissertation Abstracts International was conducted to examine research data and observations concerning the problems faced by males during and after divorce. Based on a scheme of divorce elements developed by Bohannon (1970) these problems are discussed under the following headings: (1) legal stressors, deriving from the grounds for divorce and attorney relationship; (2) economic stressors, which derive from the division of money and property; (3) emotional stressors, which result from the problem of the deteriorating marital relationship; (4) community (social) stressors, resulting from changes of friends and alterations in community involvement; (5) co-parental stressors, which include problems of custody, single parent homes, and visitation; and (6) psychic stressors, deriving from the problem of regaining individual autonomy. It is noted that the literature on divorce, fathering, and stress appears to support the conclusion that divorce is stressful for males and that for fathers, the future relationship with their children is a significant aspect of this stress. It appears that, compared to females, divorced males experience a higher degree of stress due to the smaller number of support systems available to them and have needs related to household management, coping with loneliness from the loss of spouse and children, and re-education in social skills. The concluding section of the paper discusses the quality of research concerning divorced males and implications of the extant research for counselors. (TE)

ED 318 036 CS 212 325

Farrell, Edmund J., Ed.; Squire, James R., Ed.
Transactions with Literature: A Fifty-Year Perspective.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-5510-3
PUB DATE- 90
NOTE- 215p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 55103-0015; $7.95 member, $10.95 nonmember).

LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Collected Works - General (020) Reference Materials - Bibliographies (131)
DESCRIPTORS- Adolescent Literature; Annotated Bibliographies; Childrens Literature; Educational Research; *Literary Criticism; *Literature Appreciation; *Reader Response; *Reader Text Relationship; Theory Practice Relationship
IDENTIFIERS- Aesthetic Reading; Literary Theory; *Rosenblatt (Louise)
To honor the fiftieth anniversary of the publication of Louise M. Rosenblatt's book "Literature as Exploration," this book offers 12 essays that demonstrate the extraordinary influence of Rosenblatt's work on the teaching of literature, on literary theory, and on educational research in all English-speaking countries. Further, it evinces the power of a point of view that embraces both the reader and the literary work while focusing on the transaction between the two. The book contains the following articles: "Fifty Years of Exploring Children's Books" (Rudine Sims Bishop); "Fifty Years of Literature for Young Adults" (Kenneth Donelson); "Students Exploring Literature across the World (John Dixon); "'Literature as Exploration' and the Classroom" (Robert E. Probst); "The California Literature Project" (Mary A. Barr); "Exploring a Poem" (Stephen Dunning); "Fostering Literary Understanding: The State of the Schools" (Arthur N. Applebee); "New Directions in Research on Response to Literature" (Richard Beach); "Can Literature Be Rescued from Reading?" (Alan C. Purves); "Retrospect" (Louise Rosenblatt); "Materials and Approaches to Literature Instruction" (James Bradley); and "Research on Response to Literature" (Richard Beach and Susan Hynds). The last two selections are annotated bibliographies. (SR)

ED 317 678 CE 054 094

Hollister, Robinson G.
Black Male Youth: Their Employment Problems and Training Programs. Background Paper No. 11.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 96p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4769-75-022-04
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Blacks; Education Work Relationship; Employment Potential; *Employment Problems; Federal Programs; *Males; Out of School Youth; Program Effectiveness; Program Evaluation; School Business Relationship; *Unemployment; *Work Experience Programs; Young Adults; *Youth Employment
IDENTIFIERS- Job Corps; Job Start; Summer Training and Education Program; Summer Youth Employment Program
Employment problems of black males remain substantial. The unemployment rate for black males is 2.3 times that of white males. Less than one-third of 16- 19-year-old black males were employed in 1988. The most important policies affecting the employment of black males are monetary and fiscal policies. No employment and training policies can come close to providing the improvement in employment of black males that sustained low unemployment rates throughout the economy provide. The major replication and expansion of the Summer Training and Education Program (STEP) for in-school youth deserves support, but it is critically important that a strong evaluation component be added. Increased educational remediation was added to the Summer Youth Employment Program, with no plans to evaluate the effects of the increased remediation. For out-of-school youth, the Job Corps is a long standing program of proven effectiveness that should be maintained and expanded. Job Start, a new pilot project for dropouts in an urban, nonresidential setting, deserves support and rigorous evaluation. A study of how the employment and training system can be better related to the educational system is much needed. After more than 20 years of federal employment and training programs, very little is known about what works for whom. (A 36-item list of research notes is included in the document.) (CML)

ED 317 718 CE 054 372

Inglis, James; And Others
Pulling Together in Adult Education. A History of the Scottish Institute of Adult and Continuing Education 1949-1989.
Scottish Inst. of Adult and Continuing Education, Edinburgh (Scotland).
REPORT NO.- ISBN-0903647-32-X
PUB DATE- 89
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Historical Materials (060) Collected Works - General (020)
DESCRIPTORS- *Adult Education; Adult Literacy; *Continuing Education; *Educational Finance; *Educational History; Foreign Countries; *National Organizations
IDENTIFIERS- *Scotland

This document on the history of the Scottish Institute of Adult and Continuing Education (SIACE) includes seven papers as follows: "Preface" (E. Gerver); "The Beginnings 1949-1957" (J. Inglis); "The Institute under Tom Landsborough 1957-1971" (J. Inglis); "The Lean and Hungry Years 1971-1978" (J. Inglis); "Diversification and Change 1978-1983" (A. Cooke); "Challenge, Consolidation and Development 1983-1988" (A. Inglis); and "Conclusion" (D. Robertson). Appendix A lists the members of the 1949 SIAE Council, and Appendix B lists the members of the 1988-1989 SIACE Executive Committee. (CML)

ED 317 744 CE 054 473

Huffington, Dale; And Others
Independent Study Program Profiles 1988-1989. Final Report.
National Univ. Continuing Education Association, Washington, DC. Independent Study Div.
PUB DATE- Jan 90
NOTE- 126p.; For earlier reports, see ED 227 801, ED 246 754, ED 253 660, ED 270 609, ED 281 014, and ED 294 045.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; *College Programs; Continuing Education; Correspondence Study; Distance Education; *Enrollment Trends; Expenditure per Student; External Degree Programs; Fees; Higher Education; High Schools; Home Study; *Independent Study; *Instructional Student Costs; Program Content; Program Costs; Teacher Salaries
Of the 329,301 independent study enrollments reported by 77 National University Continuing Education Association (NUCEA) institutions in 1988-89, 55 percent are in college courses (a slight increase over 1987-88), 32 percent are in high school courses (a slight decrease), and 13 percent are in noncredit courses. When a comparison is made of only those institutions that responded to both the 1987-88 and 1988-89 surveys, the latter's total enrollments are about 5 percent greater. For semester-length college courses, students paid an average of $57 per semester hour. Faculty were paid an average of $3.17 per lesson, $24.11 per semester hour, or $49.03 per enrollment for grading, as well as an average of $964.40 per course or $357.63 per semester hour for development. For quarter-length college courses, students paid an average of $39.60 per quarter hour. Faculty were paid an average of $3.50 per lesson or $18.25 per quarter hour for grading and an average of $675 per course or $162 per quarter hour for course development. The average high school course fee was $49.45; the grading stipend was $5.21 per lesson or $23.67 per enrollment; the average development stipend was $623.87. The average noncredit course fee was $78.33. (Numerous tables lists data as reported by each of the 77 responding schools/universities.) (KC)

ED 317 781 CE 054 531

Cantor, Jeffrey A.
Apprenticeship Linkages to Secondary Education and Other Training Programs.
PUB DATE- Feb 90
NOTE- 25p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Clearwater, FL, February 14-17, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Apprenticeships; Cooperative Programs; *Education Work Relationship; *Experiential Learning; Industry; Labor Force Development; *Linking Agents; *School Business Relationship; Secondary Education; Vocational Education; *Work Experience Programs
This study was undertaken to identify facilitators barriers to effective linkages of secondary education and other training programs with registered apprenticeship programs. Analysis was conducted through case studies and surveys of programs that were identified nationally. U.S. apprenticeship programs had the following weaknesses: variable quality of training offered, inadequacies in administration of apprenticeship, inadequate numbers of skilled workers trained, lack of cost-effectiveness, inadequate financing, limited access, and unclear roles and relationships to other training. Barriers to linkages of apprenticeship programs to secondary school programs included the following: budgeting problems for business; organizational problems; company operating procedures; legal semantics and interpersonal problems among vocational education, local and state governments, and the firm or business; program preparation and implementation inertia; program length; selection of apprentices; and quality of instruction. Facilitators to linkages included the following: a common basis for exchange, such as an occupational craft committee; mutual benefits for both the school and the business or industry; mutual awareness of program goals and expectations; mutual respect, confidence, and trust of all parties concerned; access to facilities, students, instructors, and funding; planned and structured communication throughout the program; and key people on both sides dedicated to the program's success. (CML)

ED 317 904 CG 022 418

Barger, Robert N.; Barger, Josephine C.
Do Pragmatists Choose Business While Idealists Choose Education? (Or, Using Philosophy as a Guide in Academic Advising).
PUB DATE- 16 Oct 89
NOTE- 26p.; Paper presented at the Annual Meeting of the National Academic Advising Association (Houston, TX, October 16, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business; *College Students; Education Majors; Existentialism; Fine Arts; Higher Education; Humanities; Individual Differences; *Majors (Students); Natural Sciences; *Philosophy; Physical Education; Realism; Sex Differences; Social Scientists; *Student Attitudes; Teacher Certification; Technology; Transfer Students
IDENTIFIERS- Idealism; Pragmatism
Academic advisors want to use all available data in helping a student select a major field of study. Recent research suggests that the identification of a student's basic philosophic viewpoint is one such piece of data that is not presently used. This study examined a random sample of college students (N=347) in order to determine the relationship of their philosophic viewpoint to their choice of college major. Variables examined included student's scores on a philosophic preference questionnaire, student's gender, whether or not the student was a transfer student, and whether or not the student was a candidate for teacher certification. Results indiated that the philosophic viewpoints of idealism, realism, pragmatism, and existentialism were both real and measurable. Fine arts majors were low on pragmatism and high on idealism. Education majors tended to be low on realism. Natural science majors were less idealistic than fine arts majors, applied science majors, and education majors. Natural science majors were also significantly less existentialistic than health/physical education/recreation (HPER) majors, education majors, and business majors. Humanities majors were less realistic than physical education majors and less pragmatic than HPER majors, business majors, and social science majors. Females scored higher on idealism while males were more inclined toward realism. Males were also more pragmatic. Transfer students were teacher certification native students. Whether students were teacher certification candidates was not

significantly related to their philosophical orientation. (ABL)

ED 317 961 CS 010 009

Chaffee, John
Thinking Critically. Second Edition.
REPORT NO.- ISBN-0-395-43248-0
PUB DATE- 88
NOTE- 468p.; For instructor's handbook, see CS 010 010.
AVAILABLE FROM- Houghton Mifflin Company, Wayside Rd., Burlington, MA 01803 (no charge for instructor's copy; $17.07 for student's copy).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- Cognitive Processes; *Critical Thinking; Higher Education; Instructional Materials; *Language Skills; Listening; Reading; Speech Communication; Theory Practice Relationship; *Thinking Skills; Writing (Composition)

Intended for use as a college text, this book teaches the fundamental thinking, reasoning, and language abilities that students need for academic success; presents foundational thinking, reasoning, and language abilities in a developmentally sequenced way; engages students in the active process of thinking; provides context by continually relating critical thinking abilities to students' daily lives; and integrates the development of thinking abilities with the four language skills so crucial to success in college and careers: reading, writing, speaking, and listening. Chapter titles are as follows: (1) Thinking; (2) Thinking Critically; (3) Solving Problems; (4) Perceiving; (5) Believing and Knowing; (6) Language; (7) Forming Concepts; (8) Mapmaking and Composing; (9) Relating and Organizing; (10) Reporting, Inferring, Judging; (11) Constructing Arguments; and (12) Reasoning Critically. All chapters in the book offer exercises and activities for practicing thinking skills. (MG)

ED 317 992 CS 212 257

Smagorinsky, Peter
The Effect of Different Types of Knowledge on the Writing Process.
PUB DATE- 23 Mar 90
NOTE- 32p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Criteria; Higher Education; *Knowledge Level; Protocol Analysis; *Writing (Composition); Writing Assignments; Writing Improvement; Writing Instruction; *Writing Processes; Writing Research; *Writing Skills; Writing Strategies
IDENTIFIERS- Composition Theory
A study investigated the composing process to examine why different types of instruction have different effects on composing products. The study contrasted three treatments: (1) presenting students with models (the traditional method); (2) the general procedures approach stressing freethinking process; and (3) a method stressing task-specific procedures (a less published approach). Six typical students from each treatment contributed protocols for the study. The protocols were divided into two general segments: content and process. Content categories identified statements in which students generated the elements of a definition as taught in the instructional treatments. Students generated three main types of generalizations: criterion (rule that provides a contrast between members and non-members); attribute (attempted criterion that does not provide contrast; and incidental statements (statement about the topic). In addition to content statements, students indicated in their protocols various composing processes, including: Block (student expresses difficulty with definition task); Search (writers initiate a review of their knowledge); and Task Conception (writers refer to the assignment, instruction, or other factors that constrained or directed their writing. Results indicated that the one measurement by which all treatments improved was the support of criteria with contrasting examples, a skill essential to writing clear definitions. Students who showed the greatest improvement in all three areas were those who combined the study of models with Task Specific composing procedures. These students showed an understanding of definition construction by linking the elements of a definition purposefully. (Information accompanying 11 overheads is included.) (MG)

ED 317 691 CE 054 107

Galinsky, Ellen
Labor Force Participation of Dual-Earner Couples and Single Parents. Background Paper No. 24.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 53p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4775-75-029-04
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; *Child Development; *Day Care; Day Care Centers; *Employed Parents; *Employed Women; Employer Supported Day Care; *Employment Patterns; Family Caregivers; Family Environment; Family Relationship; Flexible Working Hours; Fringe Benefits; Motivation; *One Parent Family; Parent Attitudes; Program Effectiveness; Social Development; Young Children
IDENTIFIERS- *Family Work Relationship
In 1940, 8.6 percent of women with children 18 and under were in the labor force. By 1987, that figure was 65 percent. In 1976, 40 percent of the mothers of preschoolers were employed, compared to 58 percent in 1987. In 1988, 53 percent of women with children under 3 years held jobs. Sixty percent of the men in the labor force are married to women who also hold jobs. Between 1970 and 1985, the number of one-parent families more than doubled. Between 1970 and 1984, the fraction of poor people living in mother-only, nonelderly families climbed from 34 to 43 percent. Of single mothers with children under 6 years, 53 percent are in the labor force. Two-thirds of employed women are either the sole support of their families or married to men who earn less than $15,000 a year. Surveys indicate that 20 to 30 percent of employees of Fortune 500 companies care for elderly parents on a regular basis. Child care is difficult to find and obtain and is expensive. Parents are forced to put together a patchwork system that tends to fall apart. The effect of maternal employment on young children depends on the attitudes of the mother and father about working, job stress, other family stress, and the quality of the child care children receive. The quality of child care can have a lasting impact on children's development, most strongly affecting children's social development, scholastic achievement, and motivation as learners. (Men's contribution to family life, employer assistance for dependent care, flexible time and leave policies, and the psychological aspects of jobs are also discussed in this paper. Policy recommendations are made. A 75-item reference list is included.) (CML)

ED 317 823 CE 054 661

Decker, Robert L.; Kirby, Klane
Hydraulics.
Mid-America Vocational Curriculum Consortium, Stillwater, Okla.
PUB DATE- 86
NOTE- 365p.; Document contains colored paper.
AVAILABLE FROM- Mid-America Vocational Curriculum Consortium, 1500 West Seventh Avenue, Stillwater, OK 74074 (order no. CN101111: $11.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agricultural Machinery; Behavioral Objectives; Classroom Techniques; Course Content; *Engines; *Entry Workers; *Fluid Mechanics; *Hydraulics; Job Skills; Learning Activities; Learning Modules; Lesson Plans; Motor Vehicles; Postsecondary Education; Repair; Secondary Education; Skill Development; Test Items; Units of Study

This curriculum guide contains a course in hydraulics to train entry-level workers for automotive mechanics and other fields that utilize hydraulics. The module contains 14 instructional units that cover the following topics: (1) introduction to hydraulics; (2) fundamentals of hydraulics; (3) reservoirs; (4) lines, fittings, and couplers; (5) seals; (6) fluids and filters; (7) pumps; (8) valves; (9) cylinders; (10) motors; (11) accessories; (12) hydraulic circuits, diagrams, and symbols; (13) general maintenance; and (14) diagnosis and testing. Each instructional unit follows a standard format that includes some or all of these eight basic components: performance objectives, suggested activities for teachers and students, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests. All unit components focus on measurable and observable learning outcomes and are designed for use in more than one lesson or class period. (KC)

ED 317 849 CE 054 724

Foyster, John
Getting to Grips with Competency-Based Training and Assessment.
TAFE National Centre for Research and Development, Ltd., Leabrook (Australia).
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
REPORT NO.- ISBN-0-86397-054-0
PUB DATE- 90
NOTE- 78p.; For a related document, see CE 054 723.
AVAILABLE FROM- TAFE National Centre for Research and Development, Attn: Sales, 252 Kensington Road, Leabrook, South Australia 5068 ($9.00 Australian).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Vocational Education; Competence; *Competency Based Education; Cost Effectiveness; *Employment Qualifications; Evaluation Criteria; Foreign Countries; Industrial Structure; Job Development; *Job Skills; *Job Training; Skill Analysis; Specifications; Standards; *Student Evaluation; Task Analysis
IDENTIFIERS- *Australia

Written for the Australian general reader who wants to understand important trends in vocational education and training, this document consists of a description of competency-based training (CBT) and assessment, a short test of readers' CBT understanding, and an annotated bibliography. The introduction states the aims of the document, lists five major steps in the development of CBT programs, and explains that CBT's superiority over traditional methods in bringing employees' skills to required levels is what accounts for its frequent adaptation. The five steps in CBT development are skill identification, organization of the skills into appropriate groups from which learning activities can be developed, development of the physical materials upon which the training program will be based, staff development, and detailed recordkeeping. The second section defines competence and applies that definition. The third section describes competency-based training programs, including desirable characteristics of such programs. The fourth section addresses the issues surrounding testing for competency, including why it should be done, gathering evidence, articulating standards, the validity and reliability of standards, cost-effectiveness, methods of assessing, recordkeeping, and maintaining standards. The fifth section considers the implications of CBT for employers, teachers, and learners. A short test of readers' understanding of CBT, 27 annotated references, and the answers to the test conclude the document. (CML)

ED 317 863 CE 054 745

Myth #9: Literacy Is the Ticket out of Welfare.
Education Writers Association, Washington, DC.; Institute for Educational Leadership, Washington, D.C.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- Dec 88
NOTE- 7p.; For related documents, see CE 054 736-748.
AVAILABLE FROM- Education Writers Association, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Basic Skills; Economically Disadvantaged; *Education Work Relationship; Eligibility; *Employment Programs; Federal Legislation; Functional Literacy; Literacy Education; Outcomes of Education; State Programs; Student Participation; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *Family Support Act 1988

The Family Support Act of 1988 is based on the assumption that education, training, work experience, and support are the way to reduce welfare dependence. The Job Opportunities and Basic Skills Training program in the act requires participation of many welfare recipients in state job training programs. Comprehensive welfare reform programs in California (Greater Avenues to Independence) and Massachusetts (Employment and Training CHOICES) have had some success, but the needs for basic skill remediation and a healthy economy for job placement cannot be matched in all states. Results of these and other programs in Wisconsin, Minnesota, Ohio, Florida, and New Jersey underscore the importance of a primary focus on long-term educational rather than short-term goals as well as the danger of rhetoric that attributes educational/employment problems to lack of motivation or abdication of parental responsibilities. A basic flaw continues to be the lack of data on education-welfare links. (A listing of questions for the media to focus on concentrates on the capacity of the education system to gear up to improve the literacy of those on welfare. Addresses and telephone numbers are provided for seven resources in the area of linking welfare and education.) (CML)

ED 317 876 CG 022 384

The National Career Development Guidelines. Local Handbook for Postsecondary Institutions.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- 89
NOTE- 102p.; For other handbooks in this series, see CG 022 382-388.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Development; Career Planning; Postsecondary Education; *Program Improvement; *Student Development; Student Needs

This handbook, one of five local handbooks developed to support specialized implementation of the National Career Development Guidelines, presents guidelines for developing comprehensive programs for students who are served at the post-secondary school level. Part I describes the need for guidelines and standards in career development, defines career development programs within the context of comprehensive student development, and discusses national, state, and local roles in establishing and implementing standards. A comprehensive set of student competencies and indicators is recommended and organized into three broad areas:

self-knowledge, educational and occupational exploration, and career planning. An organizational capabilities section provides statements of the commitments, structure, and support required for effective career development programs. The personnel requirements section describes the roles of various staff members and identifies specific competencies needed by counselors and other staff for effective program delivery. Part II present an implementation process that uses the guidelines to establish career development standards and improve existing programs. The process encourages flexibility in standards-setting efforts, builds upon existing program strengths, stimulates coordination within agencies or organizations, and enhances cooperation with other organizations. Appendices provide a set of competencies and indicators for all levels; sample forms; local program examples; a listing of resource materials related to career development standards and program implementation; and a listing of all State Occupational Information Coordinating Committees. (NB)

ED 317 932 CG 022 451

Egginton, Everett; And Others
Underlying Factors Associated with Dropping Out and Factors Impacting At-Risk Students' Attitudes toward School: A Comparison Study of Low-Income, White Females.
PUB DATE- 16 Apr 90
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Dropout Attitudes; *Dropout Characteristics; Dropout Research; *Dropouts; Drug Abuse; Family Environment; Females; *High Risk Students; High Schools; High School Students; Low Income Groups; Pregnancy; *Student Alienation; Student Attrition; Unwed Mothers; Whites
This study was conducted to compare the factors that student dropouts report as contributing to their dropping out of school with those factors that "at-risk" students report as influencing their attitudes toward school. These two sets of factors, assessed in two separate studies, include in-school and out-of-school experiences, socioeconomic factors, and participant attitudes

toward schooling in general. The two studies obtained in-depth interview data from 65 white female school dropouts participating in the Kentucky Department of Education single parent/displaced homemaker programs and 68 white female disadvantaged high school students considered "at-risk." Findings revealed that respondents from both studies consistently reported home-life experiences which were highly incompatible with school demands (lack of discipline, little parental interest in school/education, many home responsibilities, financial problems, abuse). Respondents from both studies reported problems with peer pressure, drug use, and absenteeism. Other findings concern the relationship between teenage pregnancy/parenthood/marriage and dropping out. (TE)

ED 317 978 CS 010 026

Klumb, Kelly; Coe, Tony
Practical Techniques for the Remediation of Reversal Errors.
PUB DATE- May 89
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - General (140)
DESCRIPTORS- Beginning Reading; *Handwriting; Instructional Materials; *Letters (Alphabet); Primary Education; Remedial Instruction; Teaching Methods; *Writing Instruction; *Writing Skills
IDENTIFIERS- Childrens Writing
Selecting from a wide variety of sources, this report presents instructional techniques for the remediation of letter reversal errors in young students' writing. The techniques in the report have been applied in classrooms and found to be successful with a great majority of students. Sections of the report include: (1) an introduction; (2) definitions; (3) "Try These Steps First"; (4) "What Can Be Done?" (5) "Modern Letter Formation Strategies"; (6) "Several Examples from Applied Behavior Analysis"; and (7) "Common Error Profile." The report states that the techniques are easy to use, require only readily available and inexpensive materials, and are not time consuming if applied in short sessions daily. The report recommends that a consistent, systematic, positive reinforcement procedure always be an integral part of the techniques. (Twenty-seven references are attached.) (RS)

ED 318 009 CS 212 295

Schriver, Karen A.
Evaluating Text Quality: The Continuum from Text-Focused to Reader-Focused Methods. Technical Report No. 41.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Audience Awareness; *Critical Reading; Discourse Analysis; Reader Text Relationship; *Revision (Written Composition); *Technical Writing; *Writing Evaluation; Writing Research; Writing Skills
IDENTIFIERS- Text Factors; Textual Analysis
Arguing that writers must be able to evaluate the quality and effectiveness of the texts they produce, this paper begins by isolating some of the persistent questions raised by people in education, business, and government who want to judge how well their texts are working. The paper then compares the cognitive processes involved in "reading to comprehend text" with those involved in "reading to evaluate and revise text," stressing that even experienced writers often need help in detecting and diagnosing text problems. The paper then characterizes three general classes of tests for evaluating text quality: (1) text-focused; (2) expert-judgment-focused; and (3) reader-focused approaches. The paper reviews typical methods within each class and discusses the relative advantages of reader-focused methods over other approaches. (Four figures are included; 150 references are attached.) (RS)

ED 318 023 CS 212 310

Bishop, Wendy
On Being in the Same Boat: A History of Creative Writing and Composition Writing in American Universities.
PUB DATE- 22 Mar 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Associated Writing Programs (Denver, CO, March 22, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College English; *Creative Writing; *Educational History; English Curriculum; *English Departments; English Instruction; English Literature; Higher Education; *Rhetoric; *Writing Instruction; Writing Workshops
Creative writers have moved into the mainstream of English departments without understanding or reviewing their own history, and without reconceptualizing graduate and undergraduate creative writing programs. Such a history can be constructed from sources in three areas: institutional history, creative writing history, and rhetorical history. An institutional history of English studies outlines the displacement of the classical education with the philological, linguistic study of English, changes in the undergraduate population, the narrowing conception of what literature includes, and the stratification of literature and composition within English departments. The development of creative writing courses at the University of Iowa provides the archetypal story of the development of creative writing within the discipline of English studies. It also demonstrates the widespread perception that teaching is an unnecessary area of concern for graduate writing programs, since writers (in this view) can be nurtured but not really taught. In the 1960s, current-traditional rhetoric was challenged by subjective theories of instruction not dissimilar to those promulgated in graduate creative writing workshops. The history of writing instruction in America makes it clear that writing instruction has lived an artificially divided life within English studies. Lively controversies afoot in English departments (regarding literary theory and practice, feminist and Marxist critiques of English studies, and composition research and theory) should inform the work of teachers of creative writing. (A six-page appendix lists resources for teaching creative writing.) (SR)

ED 317 795 CE 054 596

Brown, Helen W.
Literacy Training and Older Americans.
American Association of Retired Persons, Washington, D.C.
PUB DATE- Sep 89
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Educational Needs; English (Second Language); Federal Programs; Government Role; *Illiteracy; Institutional Cooperation; Job Training; *Literacy Education; *Minority Groups; *Older Adults; Second Language Instruction; Unemployment

Illiteracy is a serious problem for older people, particularly for older minorities. Of the 23 million adults in the United States classified as functionally illiterate, 44 percent are over 50, and those 60 and over account for about one-third of the totally illiterate population. Being illiterate to whatever degree diminishes the employment potential of older adults. The Federal Government, state governments, private sector employers, and voluntary organizations fund numerous programs to provide literacy training to millions of people. However, few of these programs reach older adults and fewer still serve older minorities. Based on a review of current literacy efforts, suggested future options include the following: (1) development of literacy training programs especially designed for the older population closely linking literacy and occupational skills training; (2) improvement of teaching techniques and methods needed to meet the learning needs of older minorities; and (3) promotion of coalition building between organizations serving older minorities and literacy providers to coordinate educational, employment, and supportive services for older adults. (46 references.) (KC)

ED 317 837 CE 054 703

Sharma, Motilal
Educational Broadcasting and Distance Education as a Strategy for Revitalizing Education of the Disadvantaged.
PUB DATE- Mar 90
NOTE- 19p.; Paper presented at the Symposium on Educational Broadcasting for More Effective Distance Education in the 1990s: Strategies and Approaches (Manila, Philippines, March 28-30, 1990).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Developing Nations; *Distance Education; *Economic Development; *Educationally Disadvantaged; *Educational Radio; Educational Technology; *Educational Television; Foreign Countries; Mass Instruction; Nonformal Education; Outreach Programs
IDENTIFIERS- Philippines; University of Life (Philippines)
For developing nations, education can equalize opportunities, especially for the deprived and disadvantaged, and therefore must be delivered with efficiency and quality. Conventional ways of spreading education are proving to be inadequate in the face of rapidly expanding populations. There is a marked need to supplement formal schooling with nonformal education, distance education, and out-of-school education. Education for the complete person should be the goal. New systems of education must be developed to promote self-reliance, encourage community participation, and strengthen positive humanism for the goals of improving the quality of life and developing peace. A silent revolution in education is taking place all over the world as distance education emerges as an alternative system. Perhaps the most important group to target are illiterates because their numbers are increasing and because literacy can be linked to vocational education. Through the use of new communications technology, access to good educational programs on most subjects can be greatly extended to large audiences in rural areas. Broadcasting can play a special role in alleviating high unemployment and underemployment, low economic performance, erosion of national cultures and deterioration of national values, the search for peace, the deprivation of opportunities for women, and continuing neglect of the rural disadvantaged. To implement a comprehensive approach to developing distance education in the Philippines, the University of Life can be converted to a National Open University of the Philippines, acting as a national resource center for distance and nonformal education and a center for educational development and broadcasting. Networks of regional campuses can also be set up. (CML)

ED 317 890 CG 022 402

Silbert, Kathy L.; Berry, Gordon L.
Psychological Effects of a Suicide Prevention Curriculum on Adolescents' Levels of Stress, Anxiety, and Hopelessness: Implications for Mental Health Professionals.
PUB DATE- Apr 90
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Anxiety; Death; Depression (Psychology); High Schools; Program Effectiveness; Social Support Groups; *Stress Variables; *Suicide

IDENTIFIERS- *Adolescent Suicide; *Hopelessness; Suicide Prevention
Suicide is currently the third leading cause of death among teenagers between the ages of 15 and 19 years in the United States. Some of the psychological variables which may be indicators of adolescent suicidal risk are a longstanding history of stress, anxiety, depression, and hopelessness. This study examined the effects of a senior high school suicide prevention unit on students' levels of stress, anxiety, and hopelessness. An experimental group (N=119) that received instruction in suicide prevention, and that demonstrated special needs, i.e., low social support, high stress, high anxiety, and/or high degrees of hopelessness, was compared with an experimental group (N=148) that did not demonstrate special needs, and with two control groups that received no instruction, one with (N=26) and one without (N=30) special needs. Results indicated that, although both experimental groups showed significant increases in factual knowledge, only the experimental group with special needs showed significant change on the psychological variables. However, when comparing the experimental group with special needs to the control group with special needs, no significant differential changes were noted. Implications for mental health professionals are considered. (Author/NB)

ED 317 918 CG 022 436

Chambliss, Catherine; Hassinger, Jill E.
The Effect of Parental Alcoholism on the Personality Characteristics of College Students.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Children; *Alcoholism; College Students; Drinking; Family Life; Higher Education; *Personality Traits
IDENTIFIERS- *Children of Alcoholics

The majority of the studies that have investigated the relationship between an alcoholic family of origin and personality variables have concluded that certain negative personality characteristics are present in adult children of alcoholics. In order to fully explore the consequences of being a child of an alcoholic, it is first necessary to examine the alcoholic family system. This study investigated whether a sample of college students who were adult children of alcoholics (ACOAs) did exhibit greater levels of these negative personality characteristics than did their non-ACOA peers. The relationship between parental alcohol use and the respondents' alcohol use was also of interest. Subjects (N=103) were college students in an introductory psychology course who completed a questionnaire in which they reported how well they could see themselves in the negative personality characteristics, their parents' drinking behavior, and their own drinking behavior. Scores on the ACOA characteristics were not correlated with the overall measure of parental alcoholism, ACOA self-identification, nor the respondents' alcohol use. These findings raise important questions about the accuracy of the common portrayal of ACOAs in the literature. Perhaps the characteristics associated with ACOAs in the literature are relatively common in all people, regardless of their parents' drinking behavior. The survey instrument is appended. (Author/ABL)

ED 318 037 CS 212 327

Minimum Performance Test: Language Arts Grade 3, Item Specifications. Blue Prints for Testing.
Arkansas State Dept. of Education, Little Rock.
PUB DATE- 88
NOTE- 18p.; For a similar guide for reading grade 3, see CS 010 049.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Grade 3; *Language Arts; *Minimum Competencies; *Minimum Competency Testing; Primary Education; *Reading Skills; State Standards; Student Educational Objectives; *Writing Skills
IDENTIFIERS- *Arkansas

Developed as part of the Arkansas Minimum Performance Testing Program (MPT), these item specifications relate to the third grade language arts minimum performance test. There is one item specification for each instructional objective included in the MPT. Item specifications are intended to provide an overview of the general content and format of test items used to measure an instructional objective. Each item specification contains the following information: objective identification number; grade level; subject area; goal identification; skill description; stimulus attributes (information about the test item); response attributes (information about the correct answer and about possible incorrect answers); and sample items. Item specifications may be used in a variety of ways--for example, teachers may use them to develop evaluation instruments, to inform parents about the test, or to familiarize students with what to expect on the MPT. (SR)

ED 317 666 CE 054 082

Rumberger, Russell W.; Levin, Henry M.
Schooling for the Modern Workplace. Background Paper No. 2.

SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 60p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4756-75-008-04
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Needs; Educational Trends; *Education Work Relationship; Employment Projections; *Employment Qualifications; Job Skills; *Labor Market; *Labor Supply; Postsecondary Education; Public Policy; *Role of Education; School Business Relationship; Secondary Education; Technological Advancement

U.S. competitiveness depends on higher worker productivity, greater technological investment, and streamlined organizational structure, which require a flexible, highly trained work force. The demand for educated workers continues to rise in industrialized societies, influenced by the demand for certain goods and services, decline in real labor costs, productivity as influenced by technology and workplace organization, and international competition, which is changing the skill requirements and composition of jobs. Research findings show that the average educational requirements of future jobs will not differ significantly from current jobs; technology has varying impacts on occupations; and a broad array of different types of skills may be necessary. Changes in the supply of educated labor are caused by increased numbers of women, minorities, and immigrants in the work force and the lack of educational preparation of many labor market entrants. There is a growing mismatch between the educational attainment of workers and job demands, resulting in both over- and undereducation. The nature of schools differs from the nature of the workplace, with a consequent imbalance between the types of skills taught and those needed by workers. Additional research is needed to provide adequate measures of skill needs and labor supply and demand. Policy makers should focus attention on achieving adequate education for disadvantaged groups, providing appropriate school experiences, determining appropriate roles for all types of educational providers, and effectively using educated workers. (81 references) (SK)

ED 317 705 CE 054 121

Smith, Michael J.; And Others

Efforts To Solve Quality Problems. Background Paper No. 36.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 54p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4792-75-048-04
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Employees; Government Employees; Government Role; Labor Force Development; Leadership; *Linking Agents; Management Development; *Organizational Development; Personnel Management; Postsecondary Education; *Productivity; Public Agencies; *Quality Control; Quality of Working Life; *Technological Advancement; Technology Transfer; Vocational Education; Work Ethic

Producing goods and services of high quality is not expensive, but correcting poor quality costs U.S. companies as much as 20 percent of sales revenues annually. One survey reported that only 1 out of 300 U.S. companies involved management and engineering staff in quality training. The tendency is to have a quality control department, separate from other functions. National policies must help improve the quality of the U.S. work force and of working life; enhance the quality of products, services, and technologies; generate new technologies; provide technical assistance to industry and commerce; and establish the leadership to move into the next century of international competition. It is recommended that quality programs be established in federal departments that influence the nation's quality (such as the Department of Labor, the Internal Revenue Service, and the Department of Defense); a Presidential Commission on Quality and Competitiveness disseminate information; individuals and companies that are leaders in the pursuit of quality be rewarded; vocational training at the postsecondary level be increased; participative management be increased; and networks of industry, union, academic, and government representatives be established to give managers and employees of companies information on quality and production techniques. (79 references) (CML)

ED 317 719 CE 054 380

Working Citizen Personal Resource Management. Introduction to Occupations.
New York State Education Dept., Albany. Div. of Occupational Education Programs.
PUB DATE- Jul 86
NOTE- 60p.; For a related document, see CE 054 396.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Development; Career Education; *Employer Employee Relationship; Employment Potential; Employment Practices; Job Skills; Lesson Plans; Money Management; Personnel Selection; Secondary Education; Self Actualization; *Self Evaluation (Individuals); State Curriculum Guides; Teaching Methods; Time Management; Values; Values Clarification; *Values Education; Vocational Education; *Work Attitudes
IDENTIFIERS- *New York

This document contains the two modules (called respectively Working Citizen and Personal Resource Management) of the Introduction to Occupations course required of all occupational education sequences in New York State. The Working Citizen module begins with an overview describing goal; overall nature of the module and of the four major topics within the module; skills, knowledge, and behaviors to be developed; provision for special populations; youth leadership skills to be fostered; and equity and excellence requirements. This is followed by a content outline and a set of instructional guidelines for the four major topics (business in today's society; employment: a personal perspective; on the job; and the job-selection process). The Personal Resource Management module also consists of an overview, a content outline, and the following topics: your resources and your life, management of human resources, and management of economic resources. Each topic includes performance objectives/supporting competencies and suggested instructional strategies, such as case problems, worksheets, and learning activities. (KC)

ED 317 732 CE 054 424

Second Community Pilot Project Programme: Transition of Young People from School to Adult and Working Life: Results and Prospects. Dossier.

EURYDICE Central Unit, Brussels (Belgium).

PUB DATE- Nov 87
NOTE- 13p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- Adolescents; *At Risk Persons; Career Guidance; Career Information Systems; Educational Assessment; Education Work Relationship; *Employment Potential; Equal Education; Foreign Countries; Nondiscriminatory Education; *School Business Relationship; Sex Fairness; Staff Development; Student Motivation; *Work Experience Programs
IDENTIFIERS- *European Community

During 1983-87 the Commission of the European Communities helped fund 30 pilot projects that were intended to help young people aged 14-18 make the transition from school to work in 10 member states. The objective of these projects was to use local initiative to identify and develop innovative solutions to the problems facing young people. The priorities for the projects involved development of work experience, promotion of equal opportunities for girls and boys, improvement of information and guidance for the young, staff training, development of new forms of educational assessment, validation and certification, the integration of young immigrants, education for enterprise, prevention of illiteracy and societal rejection, educational motivation, and cooperation at local and regional levels. As the projects evolved, they centered on these aspects: (1) reinforcement of the links between school and the business world; (2) new needs in the area of guidance; (3) the struggle against failure and improvement of the opportunities offered to young people in difficulty; and (4) the improvement of teaching staff. Among the reported recommendations are to open the school to the world of business; to offer coherent and continuous guidance; to fight school failure; to train teachers; to promote equality of opportunity for girls; and to reinforce the support and active participation of parents. (The pilot projects are briefly described in the document.) (CML)

ED 317 745 CE 054 475

Lang, Susan; Teifel, Phyllis
Operation Success.
PUB DATE- Dec 89
NOTE- 6p.; Paper presented at the American Vocational Association Convention (Orlando, FL, December 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Counseling Services; Disadvantaged Youth; *Dropout Prevention; *Educationally Disadvantaged; *High Risk Students; High Schools; Outcomes of Education; *Program Effectiveness; Program Implementation; *Remedial Programs
IDENTIFIERS- *Operation Success

Operation Success is an innovative approach to dealing with potential dropout/high-risk students. The program operates out of the Center for Arts and Technology-Pickering Campus in Northern Chester County, Pennsylvania. The campus offers the students a full-day program, half academic, half vocational. The building of self-esteem and self-confidence is the key component and is stressed in all activities. Operation Success deals with academically disadvantaged youth as defined by the Carl D. Perkins Act. Students must have average or above ability and attend the program voluntarily. Students are scheduled from one to five periods each week in the Operation Success room. A close monitoring system consists of the vocational teacher, the academic teacher, and the Operation Success staff. Tests are used to assess student needs when they enter the program, and very detailed records are kept of each student. Students work in small groups with no higher than 4:1 ratio to the two staff members. Computers are used in both academic and vocational areas. One-to-one counseling is given when indicated. Home visits are made as necessary, and phone contact with parents is made on a regular basis. Operation Success deals with about 75-80 students per year on an open-entry, open-exit basis. Operation Success has about a 94 percent success rate--students remaining in school and successfully advancing to the next grade. Most students graduate and become employed. (KC)

ED 317 757 CE 054 495

Forlizzi, Lori A.

Adult Literacy in the United States Today.

Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.

PUB DATE- 89
NOTE- 37p.
AVAILABLE FROM- Institute for the Study of Adult Literacy, Pennsylvania State University, 204 Calder Way, Suite 209, University Park, PA 16801.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Federal Programs; Functional Literacy; *Illiteracy; *Library Services; *Literacy Education; Military Training; Public Service; Reading Tests; *School Business Relationship; *School Community Relationship; Student Participation; Voluntary Agencies
IDENTIFIERS- Cultural Literacy; Laubach Literacy Action; Literacy Volunteers of America Inc; *Workplace Literacy

This document addresses issues related to the problem that many U.S. citizens do not have literacy skills adequate to meet their needs and ambitions. The first section of the paper provides an overview of the problem, discussing how to define literacy, how it has been measured, some estimates of how many people are illiterate, who they are and where they are located. Intergenerational and cultural illiteracy, effects of illiteracy on the workplace, and literacy in the military are also discussed. The second section of the paper highlights the types of literacy services available and their major providers. Advocacy, awareness, information, and referral services are discussed. Federal programs are described, as are programs provided by libraries, by the Laubach Literacy Action organization and the Literacy Volunteers of America organization, by community development agencies, by churches, by community colleges and universities, by business and labor, and by the military. The third section of the paper addresses issues related to delivery of literacy services. Patterns of participation, materials and instructional approaches, use of volunteers in literacy programs, professionalism, and coordination among agencies are discussed. Concluding the paper is a listing of addresses and telephone numbers of 22 agencies and organizations that work in the adult literacy area. A 54-item reference list is included. (CML)

ED 317 769 CE 054 515

Selvin, M.; And Others
Who Gets What and Why: Curriculum Decisionmaking at Three Comprehensive High Schools.
National Center for Research in Vocational Education, Berkeley, CA.; Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- N-3041-NCRVE/UCB
PUB DATE- Feb 90
NOTE- 106p.
GRANT- V051A80004-89
AVAILABLE FROM- NCRVE Materials Distribution Service, Western Illinois University, Horrabin Hall 46, Macomb, IL 61455.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; Academic Education; Case Studies; College Bound Students; *Curriculum Problems; Educational Attitudes; *Educational Improvement; Educational Practices; High Schools; Noncollege Bound Students; School Counseling; School Organization; *Secondary School Curriculum; Student Attitudes; *Student Placement; *Student Problems; Teacher Attitudes; *Vocational Education

A case study of three high schools was conducted as the first phase of a 2-year study of comprehensive high schools' vocational course offerings and how they decide which students should be enrolled in them. The schools are similar in size and grade span and in the same labor market area; they belong to different school districts and serve different student populations. One school serves a racially and socioeconomically diverse group in a naturally integrated neighborhood, the second school serves a mostly middle- to upper middle-class White and Asian population, and the third school serves a student population nearly all Black or Hispanic, with a substantial proportion poor. Other differences in the schools included differences in the type and range of vocational programs, number of and expectations for the students who take the courses, organization and management style of the schools, morale of faculty and staff, and local traditions or history. At all three schools, the guidance and placement systems seem to concentrate on college-bound and severely troubled students, almost ignoring noncollege-bound, untroubled students. Although each of the schools offers a variety of vocational courses, none has a cohesive, comprehensive vocational program. At all three schools, the perception of vocational education was of poor teachers, poor equipment, poor students, and poor courses. The study concluded that a radical approach to high school reform that would involve a more fundamental reconstruction of the high school curriculum, blurring the distinction between academic and vocational subjects, should be investigated. (31 references.) (KC)

ED 317 782 CE 054 548

Sesto, Cameron
Simply Great Cooking Instruction. A Manual for Teaching Cooking to Non-Reading Students.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
REPORT NO.- ISBN-0-916671-88-7
PUB DATE- 89
NOTE- 50p.
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751 ($18.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Cooking Instruction; Elementary Secondary Education; *Ideography; *Independent Living; Material Development; *Pictorial Stimuli; *Reading Failure
IDENTIFIERS- *Nonreaders
This manual presents a method of teaching cooking to nonreaders. The language of the method consists of visual symbols, such as drawings of bowls, spoons, and ingredients, and color. The "Simply Great" method consists of three basic formats: the one-step booklet, the full-page format, and the simply written for the student with some reading abilities. Chapter 1 describes how to color code the kitchen. Chapter 2 describes the full-page format method and lists the nine steps for converting a recipe into a visual form. Two examples, for an egg salad sandwich and for three-bean salad, are included. Chapter 3 describes the one-step booklets and includes two examples, a banana milk shake and jiggle giggle gelatin. Chapter 4 describes the simply written format and includes three examples: pumpkin bread, baked fresh fish, and carrot salad. The appendix provides five pages of symbols for tracing or photocopying. (CML)

ED 317 809 CE 054 628

Kowalik, Thomas F., Comp.; Pula, James S., Comp.
Issues and Options: Energizing for the Future. Proceedings of the Annual Conference of Region II, National University Continuing Education Association (Skytop, Pennsylvania, October 1988).
National Univ. Continuing Education Association, Binghamton, NY. Region II.
PUB DATE- 88
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Administrator Education; Adult Education; Conferences; *Continuing Education; Cooperative Programs; *Faculty Development; Fund Raising; Higher Education; *Inservice Teacher Education; Institutes (Training Programs); Institutional Role; Integrated Curriculum; Leadership Styles; Lifelong Learning; Nontraditional Education; *School Business Relationship; Science Teachers; *Student Recruitment
The following 13 papers are included in this document: "Enrollment Management through Marketing and Advising" (Hoppin, Grimm); "Matching Institutions to Individual Needs: The Emerging Role of the Consortia" (Miller); "Institutional Ego or Institutional Access" (Ice); "Creating Integrated, Student-Centered Curricula" (Pula); "Creative Collaboration for the Professions: PENN's Program for Fund Raising Professionals" (Robinson); "University/Industry Program for Science Teachers" (Eisenstein); "Strategic Behavior for Continuing Educators: Becoming a Part of the Institutional Agenda" (Long); "Understanding Your Personal Management Style" (Hanson, Cavaliere); "Paths to Power in NUCEA (National University Continuing Education Association): A Regional Approach" (Yumkas); "Preparing Faculty to Teach in Unique Environments: A Panel Discussion" (Huebner, Johnstone, Kirby, Millis); "Working with Traditional Faculty in a Small Liberal Arts College" (Heffner); "Working with Faculty in a Research Institution" (Neustadt); and "Working with Traditional Faculty to Develop Conferences and Institutes" (Holden). (CML)

ED 317 824 CE 054 662

Veterans' Education and Disability Compensation Legislation. Hearing before the Committee on Veterans' Affairs, United States Senate, One Hundred First Congress, First Session on S. 13 (Title I), Amendment No. 110 to S. 190, S. 564, S. 1003, and S. 1092.
Congress of the U.S., Washington, D.C. Senate Committee on Veteran's Affairs.
REPORT NO.- Senate-Hrg-101-469
PUB DATE- 9 Jun 89
NOTE- 433p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; Compensation (Remuneration); Dependents; *Disabilities; *Educational Policy; *Federal Legislation; *Fringe Benefits; Hearings; Minority Groups; Rehabilitation; Retirement Benefits; *Veterans; *Veterans Education
IDENTIFIERS- Congress 101st

This document includes testimony and prepared statements by Senate committee members and representatives of the Department of Veterans Affairs, Department of Defense, Commission to Assess Veterans' Education Policy, American Legion, Veterans of Foreign Wars of the United States, Disabled American Veterans, Paralyzed Veterans of America, Uniformed Services Disabled Retirees, American Association of Community and Junior Colleges, National Association of Veterans Program Administrators, Association of the United States Army, and Congressional Budget Office. The texts of four bills concerning veterans' compensation, access of minority veterans to services, and veterans' educational policy are included. The Final Report of the Commission to Assess Veterans' Education Policy is followed by statements from representatives of the American Veterans Committee, AMVETS, Asheville-Buncombe Technical Community College, South Carolina State Board for Technical and Comprehensive Education, University of South Carolina, Fleet Reserve Association, Secretary's Educational Assistance Advisory Committee, National Association for Uniformed Services, National Home Study Council, Reserve Officers Association of the United States, Southern California Veterans Services Council, Inc., and Vietnam Veterans of America. (CML)

ED 317 905 CG 022 419

Kelly, Eugene W., Jr.
Human Relations Skills in Administrator Training: A Counselor Education Perspective and Contribution.
PUB DATE- 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrators; *Counselor Educators; *Educational Administration; Elementary Secondary Education; *Human Relations; *Management Development; *Skill Development
The success of schools depends in large measure on the effectiveness of school administrators. A major component of administrator effectiveness is human relations skills. Over the past 20 years, a large and systematic body of knowledge and training methods in human relations skills has been developed in counselor education. Given the collegial proximity of counselor educators and administrator educators, counselor educators are in a favorable position to collaborate with administrative educators and make a substantial contribution to human relations skills development for school administrators. School administrators exercise an influential role not only in student learning but also in human development generally. While counselor educators are not experts in the field of educational administration, they nevertheless have counseling-specific expertise that is applicable to school administrators. By collaborating with administrator educators in the area of human relations skills, counselor educators may contribute substantially to the broader welfare of students and schools. Elements of a course based on these principles and entitled "Human Relations in Educational Management" are described in this paper. The elements concern: counseling perspective and school administration; scope and function of human relations in educational administration; education as an open human system and communication theory; interpersonal communication skills; power, cooperation, and organizational communication; and the human environment. (ABL)

ED 317 947 CS 009 948

Hayes, John R.
Cognitive Processes in Creativity. Occasional Paper No. 18.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 20p.; Also appears in Glover, J.A., Ed., and Others. Handbook of Creativity, Assessment, Research, and Theory. New York, Plenum Publishing Corporation, 1989.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Ability; *Cognitive Processes; *Creative Development; *Creative Thinking; *Creativity; Creativity Research; Motivation; *Personality Traits
What are creative people like? There is evidence that four personality traits appear to differentiate more creative from less creative people: devotion to work, independence, drive for originality, and flexibility. Creative people do not have higher intelligence quotients (IQs) or get better school grades than others--in fact, no cognitive abilities have been identified which reliably distinguish between creative and non-creative people. All of the variables which discriminate between creative and non-creative people are motivational. What cognitive factors are involved in creative acts? Years of preparation are essential for creative activity in many fields. Goal setting is the critical element in many creative acts. Other factors are: choosing good problem representations, defining good problems in ill-defined problem situations, accurately evaluating the shortcomings of your own work, and taking effective action to revise these shortcomings. The failure of cognitive ability measures such as IQ to predict creative performance indicates that creative performance has its origin not in innate cognitive abilities but rather in the motivation of the creative person. That is, differences in creativity have their origin in differences in motivation. Over a period of time, these differences in motivation cause cognitive differences (such as the acquisition of extensive knowledge) which contribute in critical ways to creative performance. These

motivational and cognitive differences jointly account for the observed differences between creative and non-creative individuals, but the origin is in motivation, not in cognition. (Forty-one references are attached.) (SR)

ED 317 962 CS 010 010

Macheski, Cecilia; And Others
Thinking Critically. Instructor's Handbook. Second Edition.
REPORT NO.- ISBN-0-395-45038-1
PUB DATE- 88
NOTE- 127p.; For student's text, see CS 010 009.
AVAILABLE FROM- Houghton Mifflin Company, Wayside Rd., Burlington, MA 01803 (no charge for instructor).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Cognitive Processes; *Critical Thinking; Higher Education; Instructional Materials; *Language Skills; Listening; Reading; Speech Communication; Teaching Methods; Theory Practice Relationship; *Thinking Skills; Writing (Composition)

Intended for instructors, this handbook is to be used with "Thinking Critically" (Second Edition) and is divided into four sections. Part 1 (Using "Thinking Critically") is designed to give practical strategies for applying the material in "Thinking Critically." A summary of key ideas and terms for each chapter is provided as well as suggestions for teaching. Part 2 (Critical Thinking and Reading) is designed to provide suggestions for the instructor who uses the text in a reading class. Comments about reading skills, exercises, and prereading activities are included for each chapter. Part 3 (Critical Thinking and Writing) offers suggestions for teachers of basic writing and college composition, includes syllabi for 10- and 16-week semesters, and contains ideas for exercises. Part 4 is a 22-page annotated bibliography (a section for each chapter) to use with the handbook. (MG)

ED 317 979 CS 010 027

Fisher, Peter J. L.; And Others
Examining Dictionary Instruction in Basal Readers.
PUB DATE- Apr 90
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 15-21, 1990).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Comparative Analysis; *Dictionaries; Elementary Education; Learning Strategies; Reading Research; Skill Development; Teacher Role; Textbook Research; *Word Study Skills
IDENTIFIERS- Word Choice
This study explored the nature of dictionary instruction in several basal reading series. Three basal reading series from major academic publishers (Scott Foresman, Ginn, and Holt) with 1989 copyrights, were selected for detailed analysis. Results indicated that even where the professed aim of the basal reading series was to incorporate dictionary use as a word learning strategy, nearly all the series treated it more as an isolated skill. (Two tables of data are included.) (RS)

ED 317 993 CS 212 263

Howley, Craig B.
Handbook for Writing School Newsletters.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 27p.
AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Audience Awareness; Elementary Secondary Education; *Expository Writing; *Newsletters; Parent School Relationship; *School Publications; Writing Exercises; *Writing Skills
IDENTIFIERS- Stylistics
This handbook, written for a workshop, is designed to help improve school newsletters. The first section of the handbook is an outline of the lecture given in the workshop. Subsequent sections discuss and illustrate: (1) basic principles of simple, functional writing; (2) the importance of time and practice; (3) five good writing habits; (4) useful alternatives to wordy phrases; (5) readability; and (6) two exercises to improve writing and editing. Finally, the last section of the handbook presents six models of simple, functional writing. Three of the models presented illustrate good writing for elementary school newsletters. The directory's appendix takes a close look at the process of revising and editing. (RS)

ED 317 679 CE 054 095

Philippi, Jorie W.
Facilitating the Flow of Information between the Business and Education Communities. Background Paper No. 12.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 55p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-3372-75-014-04
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; Communication (Thought Transfer); *Educational Policy; *Education Work Relationship; Information Transfer; Job Training; *Labor Force Development; *Outcomes of Education; Postsecondary Education; *School Business Relationship; Secondary Education; Vocational Education
IDENTIFIERS- *Workplace Literacy

The imminent shortage of qualified workers, resulting from demographic changes and technological upgrades, has caused educators and employers to recognize the need to improve and increase their communication in order to achieve their interrelated goals. From the late 1800s, business has exerted influence on the nation's public education system. Employers have had input into its structure, operations, and regulatory policies on local and national levels. An intensified era of business education activity beginning in the 1970s has come about as the result of changes in federal employment and training policy that gave employers a larger role in local program planning. The business community often provides educators with data on projected vacancies and facilitates academic achievement through participation in school-business collaboratives that focus on school-to-work transition assistance. Recently, workplace literacy programs have emerged. Various models of business-education collaboration exist, including examples from other countries. Improvements in these collaborative efforts would require educators to recast their role as receivers of services and resources from business to one of more active participation in translating workplace requirements into relevant curricula. Recommendations resulting from a literature and research review are that educators should be encouraged to initiate a more proactive role in meeting the needs of the business community, that Private Industry Councils be given a larger, regulatory role in facilitating partnerships and communication guidelines, and that more research be conducted to identify the appropriate facilitating role for the Federal Government. (41 references) (CML)

ED 317 692 CE 054 108

McAdoo, Harriet Pipes
Cultural Issues Affecting Labor Force Participation. Background Paper No. 25.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 35p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-479-75-047-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Dropouts; Early Parenthood; *Education Work Relationship; Equal Opportunities (Jobs); *Family School Relationship; *Intergenerational Programs; Internship Programs; Job Training; Labor Utilization; *Minority Groups; Poverty; Preschool Education; *Underemployment; *Unemployment; Vocational Education; Welfare Services; Young Adults

A major challenge facing U.S. society is how to bring the massive groups of underemployed and unemployed minorities into the mainstream of the labor market. These groups will soon comprise 22 percent of the labor market and will be expected to take over positions requiring increased skill levels, but for generations they have been hindered in acquiring necessary skills. Barriers to employment faced by ethnic minority groups, particularly families in poverty and young adults, are discrimination, restriction to occupations that are below their skill levels, the persistence of poverty, and dropping out of school. Approaches that may help in obtaining education and work skills include saturation selection and training; emphasis on small groups rather than individuals; mentoring; alliances among schools, homes, and training programs; and internship programs. Efforts must be made to increase the involvement of parents and extended family members, along with the child, to increase the achievements of school children. Well-funded preschool programs that involve children and their caretakers are needed, beginning with the mother's pregnancy. Welfare availability contributes only about 10-14 percent to the existence and growth of single parents and poverty. Limited economic opportunities of black and Hispanic males prevent marriage. The majority of single mothers have been previously married. Adolescent pregnancy is now declining among blacks and increasing among whites, although early pregnancies are a continuing problem in all communities. (The paper includes recommendations and 42 references.) (CML)

ED 317 796 CE 054 598

Crandall, Jo Ann
Functional Literacy of Clerical Workers: Strategies for Minimizing Literacy Demands and Maximizing Available Information.
PUB DATE- Dec 81
NOTE- 17p.; Paper presented at the Annual Meeting of the American Association for Applied Linguistics (New York, NY, December 28, 1981). The sample form on page 16 is illegible due to filled and broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Literacy; *Basic Skills; *Clerical Workers; *Ethnography; File Clerks; *Functional Literacy; Guides; *Reading Strategies; Teacher Expectations of Students; Typewriting
IDENTIFIERS- *Workplace Literacy
An ethnographic study of five clerk-typists and five applications clerks in a large federal agency included observations, interviews, and a 3-week job literacy program. Both in their performance on job tasks and in the tests and exercises in the literacy program, the clerks demonstrated a number of strategies by which they quickly locate information: sorting, avoiding, searching, relying on oral information, and using manuals. In sorting, checklists (that were developed by another group of employees) that bore little resemblance to the tasks were reorganized by the clerks. Avoidance strategies included making sure all necessary information was included before starting a task, looking for key words, and looking for the expected sequence of documents. In searching, the use of key words, of the sequence of papers within a file, and of format clues enabled the clerks to locate and verify information effectively. The clerks relied on asking for help orally rather than attempting to use manuals, as they learned their jobs by the trial and error of doing them, not through formal instruction. Homemade "manuals" were more widely used than agency manuals. The importance of ethnographic studies of literacy, which illustrate the degree to which people exceed others' expectations of their literacy skills, was identified. (A nine-item reference list is included, along with eight examples of clerical tasks.) (CML)

ED 317 864 CE 054 746

Myth #10: Business Can Define Workplace Literacy.
Education Writers Association, Washington, DC.; Institute for Educational Leadership, Washington, D.C.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- Feb 89
NOTE- 7p.; For related documents, see CE 054 736-748.
AVAILABLE FROM- Education Writers Association, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; *Business Responsibility; Course Selection (Students); Definitions; *Employer Attitudes; Functional Literacy; Government Role; Labor Force Development; *Literacy Education; Mathematics Skills; Outcomes of Education; *School Business Relationship
IDENTIFIERS- *Workplace Literacy

Representatives of the business community define workplace literacy according to how well informed are the spokespersons for business, how expansive is their view of the role of literacy, and the extent to which literacy bears on their firms' productivity. These elements affect business people's understanding of what constitutes workplace literacy, the purpose of being literate in the workplace, and who is responsible for developing a literate work force. Business and government must articulate the skills desired of workers to educators in order to influence the design of programs. Another debate in the business community is the extent of its interest or obligation in improving literacy or social conditions. Business leaders must recognize the impact of an undereducated public not only on the prospective labor pool but also on their future consumer/customer market. The Federal Government's role should be taking the long-term view on solutions, financing research, and providing incentives, whereas local communities (schools and businesses) should deal with specific programs. (Questions that can be used to investigate workplace literacy issues are suggested. The names, addresses, and phone numbers of 11 resources are given. The document contains four graphs.) (CML)

ED 317 877 CG 022 385

The National Career Development Guidelines. Local Handbook for High Schools.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- 89
NOTE- 113p.; For other handbooks in this series, see CG 022 382-388.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Development; Career Planning; High Schools; *High School Students; *Program Improvement; *Student Development; Student Needs

This handbook, one of five local handbooks developed to support specialized implementation of the National Career Development Guidelines, presents guidelines for developing comprehensive programs for students in high schools. Part I describes the need for guidelines and standards in career development, defines career development programs within the context of comprehensive educational programs, and discusses national, state, and local roles in establishing and implementing standards. A comprehensive set of student competencies and indicators is recommended and organized into three broad areas: self-knowledge, educational and occupational exploration, and career planning. An organizational capabilities section provides statements of the commitments, structure, and support required for effective career development programs. The personnel requirements section describes the roles of various staff members and identifies specific competencies needed by counselors and other staff for effective program delivery. Part II present an implementation process that uses the guidelines to establish career development standards and improve existing programs. The process encourages flexibility in standards-setting efforts, builds upon existing program strengths, stimulates coordination within institutions, and enhances cooperation with other organizations. Appendices provide a set of competencies and indicators for all levels; sample forms; local program examples; a listing of resource materials related to career development standards and program implementation; and a listing of all State Occupational Information Coordinating Committees. (NB)

ED 317 933 CG 022 452

Cheung, Ping Chung
Perceived Ability, Motivational Orientations, and Satisfaction with Personal Projects.
SPONS. AGENCY- Chinese Univ. of Hong Kong, Kowloon.
PUB DATE- Apr 90
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; College Students; Foreign Countries; *Goal Orientation; Higher Education; Incentives; *Motivation; *Satisfaction; *Self Concept; *Self Efficacy; *Self Motivation; Social Cognition; Well Being
This study examined the relationship between ego-oriented or task-oriented motivation on one hand and subjective well-being and perceived ability on the other. Undergraduate (N=124) and graduate (N=212) students at Purdue University responded to a questionnaire by listing up to 10 personal projects and rating the 2 most important ones with respect to perceived ability, motivational orientations, project characteristics, and project satisfaction. Results revealed that academic projects were the most popular personal projects. Satisfaction with projects was found to be positively related to the perceived ability about the project. Hierarchical multiple regression analyses of questionnaire data indicated that motivational orientation had moderating effects on the relationship between project satisfaction and perceived ability about the project. Findings showed that the involvement of self-concept in affect regulation was most salient for ego-oriented (as opposed to task-oriented) subjects, although the relative importance of the project was crucial in eliciting the active involvement of self-concept in affect regulation. The study also identified a new and useful motivational orientation--social solidarity--to expand on the conceptions of motivation characterized by ego orientation and task orientation. References are included. (TE)

ED 318 010 CS 212 296

Dyson, Anne Haas
The Word and the World: Reconceptualizing Written Language Development or Do Rainbows Mean a Lot to Little Girls? Technical Report No. 42.
Center for the Study of Writing, Berkeley, CA.; Center for the Study of Writing, Pittsburgh, PA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 90
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; *Language Acquisition; Oral Language; Primary Education; Whole Language Approach; *Written Language; *Young Children
IDENTIFIERS- Emergent Literacy; Print Awareness
Current research has fragmented educators' vision of both written language and development. A more integrative vision, one that preserves the integrity of written language as a symbol system, is based on five principles that characterize written language development: (1) the establishment of equivalences; (2) exploration and orchestration of the system; (3) reliance on shifting relationships of form and function; (4) differentiation and integration of symbolic functions; and (5) participation in social dialogue. These principles highlight the dialectical relationship between function and form, between child construction and adult guidance. The articulated vision of development differs in fundamental ways from most current viewpoints, as it does not consider written language as simply an extension of the child's oral language but as the evolution of a distinct symbolic option with links to the child's entire symbolic repertoire. Viewing written language growth in this way may allow for a more open-ended vision of its development, and the developmental principles discussed may suggest some possibilities for negotiation between whole language and basic skill proponents. (One hundred fourteen references are attached.) (Author/RS)

ED 318 024 CS 212 311

Harshbarger, Scott
"Organic Rhetoric": The Growth of a Trope in Modern Composition Theory.
PUB DATE- Mar 90
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Eighteenth Century Literature; Higher Education; *Metaphors; Platonism; *Rhetorical Criticism; *Rhetorical Theory; *Writing Attitudes; *Writing Instruction; Writing Processes
IDENTIFIERS- *New Rhetoric
The proposition can be offered that the notion of "the plant" should be the paradigmatic metaphor for modern conceptions of the composing process. Various forms of the metaphor are found in classical and eighteenth century writings alike. A modern shift in focus from writing product to process has brought to the fore the dynamic organicism view which capitalizes on the mysterious, idiosyncratic, yet orderly growth of the plant. Further, the metaphor allows promoters of the "New Rhetoric" to associate themselves with Nature. While organicism can lead to the demise of autonomy, it can be reworked to put the "rhetor" (speaker) back into rhetoric. Proponents of the political goals of the New

Rhetoric should direct efforts toward developing strategies and attitudes which capitalize on the revisionary opportunities of writing and which aid the student in incorporating the properties of speech in the composing process. (Twenty-one references are attached.) (SG)

ED 318 038 CS 212 391

Applebee, Arthur N.; And Others
Learning to Write in Our Nation's Schools: Instruction and Achievement in 1988 at Grades 4, 8, and 12. Report No. 19-W-02.
Educational Testing Service, Princeton, N.J.; National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- ISBN-0-88685-101-7
PUB DATE- Jun 90
NOTE- 125p.; For related reports, see ED 315 780 and CS 010 130.
GRANT- G-008720335
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Rd., Princeton, NJ 08541-0001 ($14.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; Elementary Secondary Education; *Grade 4; *Grade 8; *Grade 12; Student Evaluation; *Writing Ability; *Writing Evaluation; *Writing Instruction; Writing Research; Writing Skills; Writing Tests

IDENTIFIERS- National Assessment of Educational Progress; Writing Tasks

To evaluate the writing abilities of American students, the National Assessment of Educational Progress (NAEP) asked nationally representative samples of fourth, eighth, and twelfth graders--approximately 20,000 students in all--to perform a variety of informative, persuasive, and narrative writing tasks. In addition, students were asked about the amount and types of writing they did in and out of school, the nature of the instruction they received, and their writing strategies. To supplement this information, the English or language arts teachers of eighth graders participating in the assessment completed a questionnaire on these students and the instruction they had been provided. In the informative writing task, most fourth graders (81%) wrote at least minimally acceptable story summaries, while 74% to 84% of the eighth graders and 79% to 83% of the twelfth graders wrote minimal or better responses to two analysis tasks. In the persuasive writing task, most students (65-88%) at all three grades provided at least minimal responses. Similar to the informative writing results, elaborated responses to the persuasive tasks were rare. Students tended to perform better in the imaginative narrative tasks than on the persuasive tasks. Eighty-one percent of the fourth graders wrote minimal or better responses, while 80% to 87% of the eighth and twelfth graders generated minimal or better responses to the personal narrative task. Assessment highlights also include information on: (1) writing instruction; and (2) effects of response time on performance. (Extensive tables of data and figures are included; a procedural appendix and an appendix containing additional data are attached.) (NKA)

ED 317 850 CE 054 725

Hill, Graham L.; Mageean, Pauline
Integrating Occupational Safety and Health into TAFE Courses: Policy Guidelines.
TAFE National Centre for Research and Development, Ltd., Leabrook (Australia).
SPONS. AGENCY- National Occupational Health and Safety Commission, Canberra (Australia).
REPORT NO.- ISBN-0-86397-181-4
PUB DATE- 89
NOTE- 49p.; For a related document, see CE 054 726.
AVAILABLE FROM- TAFE National Centre for Research and Development, Attn: Sales, 252 Kensington Road, Leabrook, South Australia 5068.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adult Education; *Bricklaying; Educational Policy; Foreign Countries; *Horticulture; *Integrated Curriculum; *Metal Working; *Occupational Safety and Health; Vocational Education
IDENTIFIERS- *Australia; TAFE (Australia)
Intended to help administrators, curriculum developers, and teachers integrate occupational health and safety into Australian vocational courses on bricklaying, metal fabrication, and horticulture, this document suggests specific policies and provides further amplification concerning three general policies for that integration. The three general policies are: (1) the program for technical and further education (TAFE) curricula for all vocational courses include relevant occupational health and safety issues, integrated at appropriate stages of the educational program; (2) all vocational courses submitted for accreditation or reaccreditation include relevant occupational health and safety issues; and (3) staff development programs in the teaching of occupational health and safety be provided. Following an introduction describing the project, the specific policies are elaborated. Three appendices contain a graphic portrayal of the ways in which occupational health and safety training material can be integrated into TAFE courses and a list of objectives, target groups, and goals concerning national training and education policy and strategy for occupational health and safety. (CML)

ED 317 891 CG 022 403

Adamek, Margaret E.
Cash Assistance as a Support for In-Home Care: Caregivers' Perspectives.
PUB DATE- Nov 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Gerontological Society of America (42nd, Minneapolis, MN, November 17-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; *Family Caregivers; Federal Aid; *Financial Support; *Older Adults; Social Support Groups; *Stress Variables

Recognition of the importance of families in providing care to older persons has led to advocacy for a variety of supports to assist them. This study was conducted to describe caregivers' perceptions of the helpfulness of cash assistance and to identify factors associated with perceived helpfulness. Subjects were co-resident caregivers (N=155) whose disabled family member was a non-institutionalized veteran aged 65 or over who was a beneficiary of the Veterans' Administration Aid & Attendance program. Caregivers completed descriptive items regarding the veteran's disability and activities of daily living limitations, amount of care provided, and type of formal and informal supports, and a questionnaire consisting of five measurement scales assessing emotional strain, financial strain, future outlook, perceived helpfulness, and program knowledge. The results indicated that most of the 155 caregivers found cash assistance to be helpful in supporting the veterans' care at home. Caregivers who reported lower financial and emotional strain were more likely to find cash assistance helpful. Those who received a higher benefit and who spent it on health-supportive items as opposed to everyday necessities were also more likely to rate the benefit as helpful. The more helpful cash assistance was perceived to be, the less restricted caregivers' future outlook, the better their subjective mental health, and the greater their confidence in their ability to continue providing care at home. (Author/NB)

ED 317 919 CG 022 437

Dirkman, Bernadette M.; And Others
Physical Attractiveness and Mirror Self-Observation Behavior.
PUB DATE- 14 Aug 89
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Clothing; *Physical Attractiveness; Self Evaluation (Individuals)
IDENTIFIERS- *Self Observation
Recent studies have demonstrated that the time spent gazing at one's own image as it is reflected in a mirror is positively influenced by the level of physical attractiveness. When in a state of objective self-awareness, self-awareness theory proposes that an aversive state will arise due to an awareness of negative discrepancies between the perceived and the ideal self. In this study male (N=101) and female (N=100) pedestrians were observed as they passed a sequence of mirrored windows to assess the relationship between physical attractiveness and mirror-gazing behavior. Subjects in the field study were rated low, medium, or high on their levels of attractiveness and dress by two observers who unobtrusively reached a consensus on the ratings before subjects reached the mirrored window. Relationships between levels of attractiveness and self-observation proportions indicated that those who were high in their level of attractiveness spent a longer proportion of time in front of the window viewing their image than those who were moderate or low in their level of attractiveness. A significant relationship was not found between the subjects' level of dress and the length of time spent viewing their image. (ABL)

ED 317 963 CS 010 011

Brennan, Alison
Creative Activities in the Language Experience Approach to Teaching Reading.

PUB DATE- Apr 90
NOTE- 34p.; M.A. Thesis, Kean College.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Creative Activities; Grade 5; Intermediate Grades; *Language Experience Approach; Language Usage; *Learning Activities; Pictorial Stimuli; *Reading Instruction; Reading Research; Teaching Methods; Written Language

This study was conducted to determine the effect that hands-on, creative activity using the Language Experience Approach would have on language usage in students' written stories. Twenty-five fifth grade students were randomly divided into three sample groups. Sample A received hands-on, creative stimulus and art materials; Sample B looked at and discussed pictorial stimulus; and Sample C received the same stimuli as both sample A and B. The language output of each group story written by the students was analyzed and compared. The final results indicated that a hands-on, creative approach alone did not present a stimulus different than did the other approaches in encouraging language output. (One table of data is included, and 25 references are attached.) (Author)

ED 317 980 CS 010 028

Simpson, Michele L.; Nist, Sherrie L.
The Effects of PLAE upon Students' Executive Control, Self-Regulation, and Test Performance.
PUB DATE- Apr 90
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 15-21, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; High Risk Students; Instructional Effectiveness; *Learning Strategies; Metacognition; *Models; Test Wiseness; *Time Management
IDENTIFIERS- Instructional Models; *PLAE (Study Method)
This study examined the effectiveness of PLAE (Preplan List, Activate, and Evaluate) in training students to have executive control over their learning strategies. Subjects, 56 at-risk students enrolled in four separate sections of an upper-level study strategies course at a major southern university, received intensive, direct instruction in either PLAE or more traditional time management techniques during a 5-week period. During a second 5-week period, subjects constructed study plans or time management schedules as part of preparation for content area exams. Results indicated that subjects trained in PLAE performed statistically better over the four content area exams than subjects trained in other techniques. Results also indicated that subjects trained in PLAE became statistically more aware metacognitively as indicated by both global and on-line predictions. (Four tables of data are included.) (RS)

ED 317 667 CE 054 083

Finn, Michael G.

Trends in Science and Engineering Education and the U.S. Labor Market. Background Paper No. 3.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 42p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4799-75-051-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Doctoral Degrees; Doctoral Programs; Educational Needs; Educational Practices; *Educational Trends; *Employment Projections; *Engineering; Enrollment Trends; Federal Legislation; Federal Programs; Futures (of Society); Graduate Study; Higher Education; *Labor Needs; *Policy Formation; Public Policy; Sciences
A search of literature was conducted to address whether and how the Federal Government should do more to encourage U.S. students to complete degrees, especially graduate degrees, in science and engineering. Science was defined to include all of natural science, including mathematics and computer science, but to exclude social and behavioral sciences. The study found that the number of U.S. citizens earning doctorates in science and engineering in 1987 was 9,724. This number is not enough to replace scientists and engineers who die or retire, but the number is greatly augmented by foreign residents who receive doctorates and remain in the United States. The level of science and engineering doctorate awards to U.S. citizens has been constant since 1976. Until now, the number of degrees awarded has usually been sufficient to meet employment needs, with the labor market expanding and contracting and student enrollments following suit, after a lag. However, although shortages are not widespread at present, there are general persistent shortages of personnel in computer science and engineering, and sometimes in mathematics and environmental and physical sciences. Federal intervention in the science and engineering job market can be made through graduate fellowships and traineeships, research assistanceships, forgivable loans, precollege programs, tax incentives, undergraduate assistance, and employee educational assistance, but such intervention has both pros and cons. (59 references) (KC)

ED 317 706 CE 054 122

Block, Richard N.; Wolkinson, Benjamin W.
Impediments to Innovative Employee Relations Arrangements. Background Paper No. 37.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 54p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4779-75-033-04
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; *Collective Bargaining; *Conflict Resolution; *Cooperation; Court Litigation; *Economic Change; Employees; Employers; Grievance Procedures; Labor Problems; *Labor Relations; Problem Solving; Strikes; Unions
IDENTIFIERS- National Labor Relations Act

An examination of how employers and employees may be encouraged to adapt to changing economic conditions through innovation and cooperation rather than conflict indicates that the system of dispute resolution in the United States contains substantial disincentives to resolving disputes through negotiation and substantial incentives to resolving disputes through the exercise of legal rights. Because it operates on the basis of institutionalized conflict and adversarialism, the legal system must be reconsidered as the ultimate arbiter of such disputes. The premises of labor policy must also be changed. Government must state that negotiation, cooperation, and the private resolution of labor and employment disputes are the preferred methods of resolution and of adjusting to economic change. Among other changes, the National Labor Relations Act should be modified so that all employer decisions with a direct impact on employment would be subject to negotiation with the union; in situations where a facility must be closed and/or production shifted in order to remain competitive, the bargaining unit should be defined as the work done or products produced rather than as employees at a given location; and employers should be permitted to hire only temporary replacements for employees engaged in an economic strike. (27 references) (CML)

ED 317 720 CE 054 389

Job Training Partnership Act. Youth Participant Characteristics, Services, and Outcomes. Briefing Report to Congressional Requesters.

General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-90-46BR
PUB DATE- Jan 90
NOTE- 55p.; For related documents, see ED 310 254 and CE 054 390.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 100 or more: 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Accountability; Dropouts; Employment Potential; Equal Education; *Government School Relationship; High School Graduates; Job Search Methods; On the Job Training; *Outcomes of Education; *Out of School Youth; *Program Effectiveness; Program Implementation; Program Validation; *Resource Allocation; *Work Experience Programs
IDENTIFIERS- *Job Training Partnership Act 1982

Research was conducted to determine whether Job Training Partnership Act (JTPA) services were being targeted to those most in need, to identify which participants got which services, and to identify associations between characteristics, services, and outcomes. Data were obtained on 5,300 youth from a random sample of 63 service delivery areas. The study focused on out-of-school youth and used analysis similar to an earlier adult study. Among the findings were the following: there was little evidence of targeting services to those with the greatest need; services to out-of-school youth were occupational training for 53 percent of the group, nonoccupational training for 26 percent, and job search assistance only for 21 percent; black male high school graduates were about two-thirds more likely than white male high school graduates to receive job search assistance only and about half as likely to receive training for moderate or higher skill occupations; a similar pattern was found between white and black females, although the differences were not generally as great as for males; the proportions of Hispanics receiving various services were roughly similar to the proportions of whites receiving those services; out-of-school youth often received longer on-the-job training for lower skill jobs than the maximum typically needed for such positions; and over three-fourths of out-of-school youth achieved positive outcomes upon termination from JTPA, with nearly two-thirds placed in jobs and 13 percent in other positive situations such as entering the armed forces, an apprenticeship program, or other schooling. (Nine appendices provide data tables supporting the text; Appendix 10 identifies the major contributors to the report.) (CML)

ED 317 733 CE 054 426

Knoblauch, Wayne A.; German, Gene A.
Survey of Firms/Agencies Employing Cornell Graduates with Bachelors Degrees in Applied Economics and Business Management. Cornell Agricultural Economics Staff Paper No. 89-15.
State Univ. of New York, Ithaca. Agricultural Experiment Station at Cornell Univ.
PUB DATE- May 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accounting; Bachelors Degrees; *Business Administration; *College Graduates; Communication Skills; Computer Literacy; Cooperation; *Economics; Educational Change; *Education Work Relationship; *Employer Attitudes; Higher Education; *Outcomes of Education; Program Evaluation; Salesmanship; Self Motivation; Speech Skills
IDENTIFIERS- Cornell University NY
Employers were surveyed to obtain their opinions as to the quality of the Cornell University undergraduate program in applied economics and business management. In addition, employers were asked to recommend modifications in the program to enable students to meet the challenges of the future. Survey instruments were mailed to recruiters in 173 firms or agencies that had recruited at Cornell during the 5 years prior to February 1988. One follow-up mailing was sent in March to nonrespondents. Fifty-five responses were received, but some of these answered only some of the questions; usable responses to most questions numbered approximately 20. The findings of the survey include the following: Cornell graduates were rated above average by their employers; strengths of the students were enthusiasm, self-starting ability, general ability, analytical ability, working with others, oral communications, and preparedness for the job; lowest scores were for personnel management ability, written communications, and computer skills, although even these areas were higher than the average graduate hired by these employers. Areas identified for additional training were communications skills, personnel management, finance or accounting skills, computers, and sales. (Appendices provide a listing of the responding firms and agencies and employers' comments on strengths and weaknesses of graduates.) (CML)

ED 317 746 CE 054 476

Atkinson, Tannis
Speaking Our Own Voice. Report of the Conference for Literacy Practitioners (Toronto, Ontario, November 26, 1988).
Toronto Board of Education (Ontario).
PUB DATE- 88
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Learning; *Adult Literacy; Disabilities; *Educational Needs; English (Second Language); Foreign Countries; *Intercultural Communication; Intercultural Programs; Limited English Speaking; *Literacy Education; Mainstreaming; *Native Language Instruction; Native Speakers; Poverty; Program Improvement; Racial Bias; Second Language Instruction; Sex Bias; Sex Fairness; Teaching Methods

This report summarizes the proceedings of a day-long conference for adult literacy practitioners in Toronto. The conference addressed the many ways in which education can become more inclusive of adult learners. During the seven different workshops, participants explored questions of "voice." Common concerns included the following: (1) many people are denied choices and chances in education because of their culture, language, race, gender, physical disability, or economic class; (2) adult literacy, basic education, English-as-a-Second-Language, and mother tongue literacy classes are forced to operate with inadequate resources, support, and funding; and (3) adult learners must be actively consulted when programs are developed for them, in order to ensure that programs are meeting the needs of the literacy learners. The report covers the seven workshop themes: empowering language; addressing sexism; integrating adults with disabilities; furthering cross-cultural communication; understanding illiteracy and poverty; challenging racism; and advocating mother tongue instruction. Accounts of the morning and afternoon sessions are followed by an excerpt from an essay titled "Musing with Mothertongue." A summary of the evaluations and 15 references can be found at the end of the report. (KC)

ED 317 758 CE 054 496

Askov, Eunice N.; And Others
Evaluation of Computer Courseware for Adult Beginning Reading Instruction in a Correctional Setting. Final Report.
Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- 30 Aug 86
NOTE- 62p.
AVAILABLE FROM- Institute for the Study of Adult Literacy, Pennsylvania State University, 204 Calder Way, Suite 209, University Park, PA 16801.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Reading Programs; Basic Skills; *Computer Assisted Instruction; Computer Uses in Education; *Correctional Education; *Courseware; Functional Literacy; *Instructional Effectiveness; *Literacy Education; Prisoners
IDENTIFIERS- *Rockview State Correctional Institution PA
The effectiveness of using computer courseware developed for adults reading below the fourth-grade level was investigated with inmates at Rockview State Correctional Institution. Data were collected both to establish multiple baseline data and to permit experimental group comparison with a control group. The multiple baselines portion of the study involved 11 male inmates with reading levels of 0-4 who completed 18-25 hours of work with the courseware. The Wide Range Achievement Test (WRAT) and the Slosson Oral Reading Test (SORT) were used as pre- and posttests. The courseware was considered effective. Testing 10 months later showed that students' retention level was about 90 percent. In the experimental/control group portion of the study, 27 inmates were tested with 2 sections of the Baltimore County Design, the Bader Reading and Language Inventory, the SORT, and a test of incidental learning of computer words. The experimental group each used the courseware for 10-22 hours whereas the control group received small group and tutorial instruction using traditional beginning materials for adult reading instruction but was not exposed to computer-assisted instruction. The 23 men who completed the work were given posttests using the same measures used for the pretests. Analysis of variance for repeated measures was used to analyze the test differences. The only measure that showed a statistically significant difference was the Bader Reading and Language Inventory. The control group showed no improvement on the posttest measure and had fallen behind the experimental group at that time, even though they had started out at a higher level. (Two references and three tables are included.) (CML)

ED 317 770 CE 054 516

Status of the NOICC/SOICC Network. NOICC Administrative Report No. 15.
National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- 30 Jun 89
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Development; Career Education; *Career Information Systems; Career Planning; *Databases; Information Centers; Information Dissemination; *Information Networks; Information Services; *Occupational Information; Postsecondary Education; Program Implementation; Program Improvement; Secondary Education; State Programs
IDENTIFIERS- *National Occupational Information Coordinating Com; *State Occupational Information Coordinating Comm

This document is the 10th annual report of the National Occupational Information Coordinating Committee (NOICC) and its network of State Occupational Information Coordinating Committees (SOICCs), for the fiscal year July 1, 1988-June 30, 1989. Some of the highlights reported for the year include the following: (1) an Economic Development and Employer Planning System was begun; (2) the CIVTRAIN (Civilian Training Inventory) project with the United States Naval Reserve Centers is now in 24 states, and data on almost 26,000 postsecondary educational institutions are now part of the database; (3) 35 SOICCs provided training for state program planners and administrators on the use and analysis of occupational information; (4) at least four SOICCs have been involved in major projects to assist dislocated workers in their states; (5) a new, integrated approach to career information and career development is underway within the NOICC/SOICC Network; (6) a major expansion of the National Career Development Guidelines project was initiated, and guidelines handbooks will be available in 1990; and (7) the National Crosswalk Service Center has seen a 59 percent increase in requests for its products and services since its last operating year. (KC)

ED 317 783 CE 054 552

McDaniel, Charles, Jr.; Davis, Alta
West Virginia Department of Education Governor's Summer Youth Enhancement Program.
West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.
PUB DATE- Dec 89
NOTE- 20p.; Paper presented at the American Vocational Association Convention (Orlando, FL, December 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Computer Assisted Instruction; *Disadvantaged Youth; Dropout Prevention; Educationally Disadvantaged; High Risk Students; High Schools; Mathematics Instruction; *Outcomes of Education; Program Effectiveness; Reading Instruction; Remedial Mathematics; *Remedial Programs; Remedial Reading; *Summer Programs; *Youth Employment
IDENTIFIERS- Job Training Partnership Act 1982; *West Virginia
The West Virginia Department of Education created and implemented a computer-assisted summer remediation program for Job Training Partnership Act-eligible students who were academically deficient. The curriculum had four components: mathematics computation, reading comprehension, personal guidance, and career exploration. Sites in 12 county school systems were set up the first year. Students selected were 14- and 15-year-olds who were below grade level in mathematics and reading and recommended by their teachers. The program was designed to allow students to receive instruction in the morning and to work in the afternoon, 4 days a week, for 6 weeks. Students received minimum wage for both the work and the education components of the program. Classroom and computer laboratory time was scheduled. Teachers and student aides were carefully selected, and inservice training for teachers was provided. The curriculum was developed by teams of innovative classroom teachers and guidance supervisors from the West Virginia Department of Education. Students were pretested and posttested using the Stanford Diagnostic Reading and Mathematics Tests. Overall gains for the program were a 1.3 grade increase in reading and 1.2 grade increase in mathematics the first year, with similar gains the following 2 years of the program. An evaluation concluded that the program reduced the dropout rate, had a positive effect on grade point average, reduced absenteeism, improved motivation, and increased enrollments in vocational education. The Department of Education plans to continue and expand the program. (KC)

ED 317 810 CE 054 634

Glossop, Robert
Now that the Baby Boomers Are Middle-Aged...Threats, Challenges and Opportunities of the 21st Century. Perspectives.
Vanier Inst. of the Family, Ottawa (Ontario).
PUB DATE- Apr 88
NOTE- 14p.; Paper presented at the Canadian Economic Climate Forum (Ottawa, Ontario, April 26-28, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Baby Boomers; Birth Rate; Demography; *Employment Patterns; Foreign Countries; Futures (of Society); *Health Promotion; Immigrants; *Labor Force; *Population Trends; *Social Planning
IDENTIFIERS- *Canada

Canadian baby-boomers will reach old age around 2020. Until then, they represent a large, well-educated generation whose economic productivity provides a strong base on which to build the necessary systems of income support, health and social service delivery, and economic adjustment that will be required to age gracefully. Canadians can expect that the population and the labor force will grow less rapidly over the next 30 years. Low rates of fertility are likely to continue. The average age of the labor force will increase. The labor force may be less adaptable and geographically mobile as the proportion of young entrants decreases. It will be essential to develop and implement strategies to promote health throughout the life span. By 2025, women will constitute 60 percent of the elderly population. The jobs, benefits, and incomes available to the female labor force are unlikely to provide them with the financial security they will require. The two principal aspects of demographic policy are immigration and fertility. As early as the year 2000, significant increases in the rates of immigration will be required if Canada is to maintain a stable level of population. Canada's commitment to programs of family and child benefits has seriously eroded since 1985. Although it cannot be demonstrated that policies designed explicitly to increase fertility are effective, policies that make it more difficult to choose to bear and raise children would be unwise. (A 26-item reference list is included in the paper.) (CML)

ED 317 838 CE 054 707

On Second Thought. A Report on the 1989-1990 National Issues Forums.
National Issues Forums, Dayton, OH.
SPONS. AGENCY- Charles F. Kettering Foundation, Dayton, Ohio.

PUB DATE- 90
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Appropriate Technology; Citizen Participation; Continuing Education; *Day Care; Drug Abuse; *Drug Education; Drug Legislation; Ecology; *Environmental Education; Law Enforcement; Nuclear Energy; *Public Affairs Education; *Public Opinion; Quality of Life; Resources; Social Attitudes; Solar Energy; Taxes

This report is a summary of discussions in the fall and winter of 1989-90 in more than 1,700 community forums convened by civic and educational institutions in 47 states. Convenors included colleges and universities, churches, museums and libraries, and local civic and service organizations. The National Issues Forum is the largest ongoing effort in the United States to engage citizens in nonpartisan discussion and debate about pressing domestic issues. The three issues discussed were the drug crisis, the day care dilemma, and threats to the environment. In discussing the drug crisis, there was considerable support for stepped-up interdiction efforts, for expanding domestic law enforcement efforts against drug sellers, for expanded efforts to discourage drug use, and, if necessary, for aggressive prosecution of drug users. The most widespread concerns in discussing day care were the absence of high-quality child care services, not their cost, and the lack of federal regulations to cover the care of young children. In discussing threats to the environment, those who opposed building more nuclear power plants outnumbered those who favored doing so by a slight margin; roughly three-fourths of the participants favored increasing government funding to spur development of solar energy; and most participants would agree to a tax increase for development of solar energy and to provide additional mass transit in urban areas, in order to reduce air pollution caused by gasoline-fueled vehicles. A directory of convenors is included in the document. (CML)

ED 317 906 CG 022 420

Connelly, Cynthia D.; Straus, Murray A.
Mother's Age and Physical Abuse of Children.
New Hampshire Univ., Durham. Family Research Lab.
SPONS. AGENCY- New Hampshire Univ., Durham. Graduate School.
PUB DATE- 15 Apr 90
NOTE- 15p.
GRANT- R01MH40027; T32-MH15161
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; *Child Abuse; Children; Family Size; Minority Groups; *Mothers; Predictor Variables; Prevention

Young, poorly educated, single mothers from lower socioeconomic groups are commonly identified as being at high risk of engaging in physical abuse. However, the seemingly obvious relationship between adolescent parenting and child maltreatment is not clearly supported by previous empirical research. This study, based on an ecological framework, reexamined the issue using a nationally representative sample of mothers (N=1,997). All analyses controlled for family income, race, number of minor children in the home, age of abused child, mother's education, and whether mother was a single parent. Physical abuse was measured with the Conflict Tactics Scale. Using mothers' age at time of birth of the abused child, the younger the mother, the greater the rate of child abuse. However, there was not a significant relationship when mother's age was measured as age at time of abuse. Large families and minority children were also found to be at greater risk of abuse. The findings have implications for prevention of physical abuse at both the microsystem and macrosystem level. At the micro level, the findings confirm the importance of making contraceptives and abortion widely available so that motherhood can be postponed and family size can be controlled. At the macro level, the findings suggest that steps to reduce the poverty that is so often associated with minority group status can lower the rate of child abuse. (Author/ABL)

ED 317 994 CS 212 275

Writing to Read and Principle of the Alphabet Literacy System Outcomes: The Latest.
International Business Machines Corp., New York, N.Y.
PUB DATE- May 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Literacy; Adult Programs; Elementary School Students; High School Equivalency Programs; Kindergarten Children; Man Machine Systems; Primary Education; *Reading Instruction; *Reading Programs; Reading Research; Writing Improvement; *Writing Instruction
IDENTIFIERS- *Principle of the Alphabet Literacy System (PALS); *Writing to Read Program

This report gives updated information on two literacy programs sponsored by the International Business Machines Corporation (IBM). The report is in two sections. The first section briefly summarizes findings from studies around the United States of "Writing to Read," (WTR), the K-1 reading/writing program developed by John Henry Martin. This section provides brief reports of studies of WRT conducted in Florida, Pennsylvania, Connecticut, New Jersey, Texas, Ohio, and New York. The second section presents summarized results of studies of IBM's Principle of the Alphabet Literacy System (PALS), a program designed to teach adolescents and adults who read below a sixth-grade level to read and write using a touch screen and interactive videodisc technology. Studies in this section are reported from British Columbia, Mississippi, Louisiana, Georgia, Minnesota, Indiana, Michigan, Ohio, Arizona, Texas, California, and New York. Ten tables of data are included. (SR)

ED 317 680 CE 054 096

Hauptman, Arthur M.; Merisotis, Jamie P.
Issues in Financing Post-Secondary Education and Training. Background Paper No. 13.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 45p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4762-75-015-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Access to Education; Economically Disadvantaged; Eligibility; Financial Services; Financial Support; Loan Repayment; *Need Analysis (Student Financial Aid); *Paying for College; Postsecondary Education; Program Effectiveness; Proprietary Schools; *Student Financial Aid; Student Loan Programs; Tax Credits; *Tuition Grants; Vocational Education
IDENTIFIERS- *Guaranteed Student Loan Program; *Pell Grant Program
More than $25 billion in financial aid in 1988 is awarded annually to students attending postsecondary education. The aid covers about the same percentage of college costs that it did in 1970, but the impact of veterans' education benefits and social security benefits is no longer significant, and loans now make up one-half the total aid, having supplanted grants as the basic form of support for students who can demonstrate need. Participation rates in postsecondary education have not increased appreciably since the mid-1970s. Some ways of increasing participation, particularly of low income and minority students, are to increase funding for grants, decrease loan defaults by increasing risk sharing, and simplify the aid application process. To increase the participation of older students, the tax exemption for all employer-paid postsecondary expenses should be restored and a partnership should be formed between the public and the private sectors to provide adequate financial aid to dislocated workers. Economically disadvantaged students who want to attend college must compete for the same aid with other economically disadvantaged students who want to attend vocational schools. Those funds should be better targeted by setting different award and loan schedules for students in collegiate and vocational programs; limiting the eligibility of students who do not have a high school diploma or equivalent; and removing students without a high school degree from the postsecondary student aid programs and placing them in vocational training programs of the Departments of Education and Labor. Changes should be made in calculating family income to offset "middle class creep" in programs originally intended to help economically disadvantaged students. (10 references) (CML)

ED 317 797 CE 054 599

Bean, Rita M.; And Others
Attrition in Urban Basic Literacy Programs and Strategies To Increase Retention.
PUB DATE- Jul 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; *Dropout Characteristics; Dropouts; Functional Literacy; *Literacy Education; Reading Materials; *School Holding Power; Student Attrition; *Tutors; *Urban Education
IDENTIFIERS- Workplace Literacy
A study of why adult literacy students stopped attending beginning reading tutorial programs was conducted at nine sites that were part of the Pittsburgh Literacy Initiative. A total of 192 adults were identified as having discontinued their reading programs, all of which were one-on-one tutorial programs. The reading level of these dropouts had been tested at the 0- to 4th-grade level. Sixty of those dropouts participated in the study. Data were collected through interviews with persons responsible for working with students and through telephone or face-to-face interviews with dropouts. Forty-seven percent of dropouts cited personal factors, 40 percent cited program factors, and 13 percent cited other factors as the reasons they dropped out. Personal factors cited were work schedules (23 percent), personal or family health reasons (17 percent), and family crises (7 percent). Within the program factors category, the reason cited most often was a tutor factor, such as incompatibility (18 percent). Other program factors included the dropouts' dissatisfaction with or embarrassment about their lack of learning (18 percent) and the place or time for tutoring (3 percent). Asked how to reduce the attrition rate, 77 percent of respondents suggested such things as increasing tutor and student support, evaluating the tutor-student match, recognizing achievement, or changing the time and/or place of tutoring. When participants were asked to identify what they hoped to be able to read, most said books, newspapers, magazines, mail, or the Bible. Only 10 of the 60 indicated that they wanted to improve their competency in dealing with work-related reading material. (The document contains seven references and two tables.) (CML)

ED 317 825 CE 054 672

Career Development for Undereducated Adults in ABE Programs. Final Report.
Northwest Regional Educational Lab., Portland, Oreg.; Portland Community Coll., Oreg.
SPONS. AGENCY- Oregon State Dept. of Education, Salem.
PUB DATE- Jun 89
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Basic Education; Adult Vocational Education; Career Awareness; *Career Education; *Career Guidance; Inservice Teacher Education; *Instructional Material Evaluation; Integrated Curriculum; *Job Search Methods; Occupational Information; *Readability; Vocational Interests
IDENTIFIERS- 353 Project; *California Adult Student Assessment System

The intent of a project was to produce materials that teachers could use in the adult basic education classroom after receiving the training outlined in the staff development model. Materials from commercial publishers listed in the California Adult Student Assessment System (CASAS) curriculum and matrix were rated in terms of usefulness for career education for adults. It was discovered that there are virtually no materials addressing the important area of barriers; publishers are not rating reading materials in a uniform manner; there is a general lack of adult materials at the lowest reading levels; materials need to be updated with current topics; text format is often a problem, with text too dense, poor graphics, and type size that is difficult to read; assessment material is often not targeted to individual student needs; case studies often do not take into account adult life experiences; and materials to assist instructors in the integration of career education into a total curriculum are lacking. (The bulk of this document consists of publication reviews, each providing a bibliographic citation, reading level, annotation, learning format, type of activity, CASAS competency, and evaluative comments. Four reviews of vocational identity publications are provided. Under the occupational information classification, 8 reviews of career awareness publications, 15 reviews of job search publications, and 10 reviews of comprehensive career awareness and job search publications are included. A list of publications reviewed, with publishers' addresses, is provided, as well as a staff development proposal.) (CML)

ED 317 865 CE 054 747

Myth #11: The "Feds" Are Readying a Campaign on Literacy.
Education Writers Association, Washington, DC.; Institute for Educational Leadership, Washington, D.C.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 89
NOTE- 7p.; For related documents, see CE 054 736-748.
AVAILABLE FROM- Education Writers Association, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Basic Skills; *Federal Programs; Functional Literacy; *Government Role; *Government School Relationship; Intergenerational Programs; *Literacy Education; Policy Formation

In the light of recent initiatives, new questions have arisen regarding the federal role in literacy. Although federal adult literacy efforts have been ineffective, the link between literacy and the productivity of the work force may justify a stronger national investment in literacy. Among the major federally supported literacy programs are the Adult Basic Education matching grants to state and local programs, Carl D. Perkins Vocational Education Act, Even Start, Job Training Partnership Act, Indian Education Act, Library Services Act, Department of Justice, Volunteers in Service to America (VISTA), Adult Education for the Homeless, Family Support Act, Food Stamp Program, Higher Education Act, and the Workplace Literacy section of the Adult Education Act. Other political initiatives include the Jump Start report and the establishment of the Barbara Bush Foundation for intergenerational literacy efforts. Criticisms of various initiatives include

disagreement with Jump Start's premises that more can be done with not much more money and that emphasis should be on leadership from the top. Three primary needs at the federal level are (1) enhancing the quality and accountability of adult literacy programs; (2) establishing labor force development as a goal of Adult Education Act programs; and (3) increasing financial support for adult literacy in all sectors. (A listing of questions to ask focuses on looking at reports of programs and checking on current program activities. Addresses and telephone numbers are listed for 10 sources of information in the area of federal initiatives on literacy.) (CML)

ED 317 934 CG 022 453

Kearns, John R.; And Others
The London Project: The Implementation of Invitational Strategies at the Secondary School Level.
PUB DATE- Apr 90
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-29, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Dropouts; Educational Attitudes; Educational Environment; *Educational Objectives; *Educational Planning; Educational Policy; Elementary Secondary Education; Foreign Countries; Human Dignity; *Program Development; *Program Proposals; Self Concept; *Student School Relationship
IDENTIFIERS- Canada; *Invitational Education; *London Project (Ontario); Ontario (London)
Pursuant to a mandate and funding from the Ontario Ministry of Education, the Board of Education for the City of London, Ontario developed the London Project in which they implemented the philosophy of "invitational education" (Purkey and Novak, 1984) to address the problem of secondary school students dropping out before graduation. Invitational education is predicated on the idea that every student is able, valuable, and responsible, and that students' self-worth depends upon their consistently being treated with dignity and respect. Accordingly, the main goal of the London Project was to assist the members of each school community in constructing an Inviting Education program. Four secondary schools were identified to be involved in implementing the program, and members of the Invitational Education team met with teachers, staff, and students from the four schools to help teachers identify

ways to invite all of their students into the education practice. Each school established a liaison committee to work with the members of the team. This paper presents an extended description of the project and detailed findings and recommendations, including recommendations for policies, people, places, and the program. The survey instrument is appended. (TE)

ED 317 948 CS 009 990

Nix, Sarah Beach
Best Ideas: Sources and Influences.
PUB DATE- 30 Nov 89
NOTE- 20p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational History; Educational Trends; Elementary Secondary Education; Instructional Effectiveness; *Reading Instruction; Reading Processes; *Reading Research
IDENTIFIERS- *Ideas
"Best ideas" are chosen because they correspond with and confirm existing beliefs, are perceived as advantageous, are relatively uncomplicated, and can be experimented with. "Best ideas" for reading instruction would be chosen both by reading professionals at the university and by teachers in the classroom on the basis of which ideas correspond with their existing theoretical orientation to the reading process and their beliefs about the type of instruction that should be delivered. Best ideas come from a teacher's peers, school reading specialists, university classes, methods textbooks, inservice presentations, experts in the field, journals, professional meetings, and commercial reading materials. The best ideas in reading instruction (increasing background knowledge, using a wide variety of reading materials, encouraging permanent interest in reading, and integrating reading with other subject areas) have not really changed since the 1920s. What has changed is how best to achieve those aims. Educational research has brought diversification to the field of reading instruction and will lead to more and changing "best ideas" for reading instruction. (Forty references are attached.) (RS)

ED 317 981 CS 010 031

Hunt, James W.
Motivating At-Risk Readers: The First Step toward Success.
PUB DATE- May 90
NOTE- 19p.; Paper presented at the Annual Meeting of the International Reading Association (35th, Atlanta, GA, May 6-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *High Risk Students; *Learning Motivation; *Reading Attitudes; *Reading Difficulties; Reading Improvement; Reading Instruction; *Reading Skills; Reading Teachers; Student Motivation; Teaching Methods
IDENTIFIERS- *Reading Motivation

Teachers working with at-risk students must instill in their students the motivation and desire to read. At-risk readers do not value reading in the same way their teachers do. Teachers should strive to make the reading experience one that is relevant to the student both at their present reading level and when their ability to read has improved. At-risk readers do not perceive reading as a search for meaning acquisition. Teachers must provide a learning environment that focuses on reading, thinking, and discussion rather than skills, workbooks, and mastery tests. Many at-risk readers are not aware of their own reading weakness. By providing students with reading materials that are slightly above their reading ability which focus on subjects of high interest to the students, at-risk readers will be reminded that they still have a way to go in becoming readers who can use reading as a means of unlocking information. At-risk readers enjoy being read to. Teachers should provide students with their own copies of the book being read; at-risk readers can gain immensely by following along while a good reader reads. At-risk readers are more motivated when they feel they have some control over the reading environment. Having students make predictions about a story before they read it provides a format in which students are reading to prove or disprove their predictions about the story, creating their own purpose for reading. (MG)

ED 318 011 CS 212 297

White, Fred D.
The Writer's Art: A Practical Rhetoric and Handbook.
REPORT NO.- ISBN-0-534-06084-6
PUB DATE- 86
NOTE- 534p.
AVAILABLE FROM- Wadsworth, Inc., 7625 Empire Dr., Lawrence, KY 41042 ($27.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Higher Education; Interdisciplinary Approach; Research Papers (Students); Research Skills; *Rhetoric; Textbooks; *Writing (Composition); Writing Across the Curriculum; Writing Exercises; *Writing Improvement; *Writing Instruction
IDENTIFIERS- *Stylistics

Designed to reveal the art and craft of composition and the principles that underlie good writing, this textbook focuses on how to improve students' writing and how to give students a sense of the contribution writing makes to any kind of learning. The 20 chapters of the textbook are divided into 5 parts: (1) "The Writing Experience"; (2) "Principles and Projects"; (3) "Tools of the Trade"; (4) Special Topics"; and (5) a handbook of concise information of grammatical and rhetorical principles, usage problems, punctuation, spelling, and manuscript formatting, proofreading, and notetaking marks. Throughout the textbook, writing projects are presented separately from the rhetorical principles usually associated with those projects. (RS)

ED 318 025 CS 212 312

Friend, Christy M.
Research on Essay Exams: Using Inquiry To Enhance Students' Learning and Performance.
PUB DATE- Mar 90
NOTE- 11p.; Paper presented at the Annual Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Essay Tests; *Freshman Composition; Higher Education; *Inquiry; Learning Processes; Teaching Methods; *Test Wiseness; Writing Improvement; *Writing Instruction; Writing Research; *Writing Skills; Writing Tests
A study focused on teaching students to write effectively in time-pressure situations, particularly on essay exams. Thirteen sections of freshman composition (205 students) were divided into two treatment groups. Half of the classes completed the exam-taking unit in a standard freshman text. The other half of the classes worked through an inquiry unit devised by the researcher which breaks exam writing into several specific skills: identifying logistical difficulties involved in the writing situation, reading critically and preparing effectively for the exam, analyzing exam questions, and organizing a coherent essay answer. The unit contained activities which allow students to practice each skill in small groups. Students' pretest and posttest scores were compared and the difference used as a measure of improvement level. Results indicated a significant positive effect for both groups. The inquiry group improved significantly more than the textbook group overall with average gains nearly twice as large as the textbook group. Future studies might focus on which parts of an inquiry unit are most helpful to students and which kinds of students benefit the most. (MG)

ED 317 693 CE 054 109

Figart, Deborah M.; Bergmann, Barbara R.
Facilitating Women's Occupational Integration. Background Paper No. 26.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 75p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4772-75-025-04
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Affirmative Action; Apprenticeships; Community Education; Construction Industry; *Employed Women; *Employment Patterns; *Equal Opportunities (Jobs); *Nontraditional Occupations; *Personnel Policy; *Sex Discrimination; Sex Role; Sexual Harassment; Skilled Occupations; Unskilled Occupations
IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *Occupational Segregation
Occupational sex segregation is one of the most obvious facts of economic life. The largest declines in the sex segregation index between 1970 and 1980 were in the managerial and professional specialty and in the service occupations. Changes were greater for white-collar than blue-collar occupations for both white and minority women. White women reduced their entry into a number of traditionally female white-collar occupations that minority women, leaving private household work, continued to enter. It has been easier to pass laws mandating equal opportunity and affirmative action than to eliminate institutional and informal obstacles, such as sexual harassment or coworker hostility, outmoded administrative rules and procedures by employers and unions, and gender-tracked promotional ladders. There has been some growth in the number of women training for and entering higher-status, skilled blue-collar crafts. There are more women apprentices than women currently employed in the occupations. In construction, federally-mandated goals and timetables established in 1978 have led to increases in women employees, although enforcement efforts have been lax since 1981. In 1978, over 150 programs were able to recruit and train women for apprenticeships; only 50 remain after training and enforcement cutbacks. Federal training programs are doing relatively little to recruit and place women into nontraditional jobs; however, funding under the Perkins Vocational Education Act has been crucial to sustaining the successful community-based preapprenticeship training programs. (The paper also includes sections on integration of white-collar work, the impact of technological change, and policy implications and recommendations. Four data tables, a list of organizations contacted, and 115 references are included.) (CML)

ED 317 851 CE 054 726

Hall, Bob; Mageean, Pauline
Integrating Occupational Health and Safety into TAFE Courses: Curriculum Topics.
TAFE National Centre for Research and Development, Ltd., Leabrook (Australia).
SPONS. AGENCY- National Occupational Health and Safety Commission, Canberra (Australia).
REPORT NO.- ISBN-0-86397-213-6
PUB DATE- 90
NOTE- 154p.; For a related document, see CE 054 725.
AVAILABLE FROM- TAFE National Centre for Research and Development, Attn: Sales, 252 Kensington Road, Leabrook, South Australia 5068 ($29.00 Australian).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Accident Prevention; Curriculum Development; First Aid; Foreign Countries; Hazardous Materials; *Integrated Curriculum; *Job Training; *Learning Modules; *Occupational Safety and Health; Postsecondary Education; Safety Education; Secondary Education; *Trade and Industrial Education; Units of Study; *Vocational Education
IDENTIFIERS- Australia; TAFE (Australia)
This guide is designed to help technical and further education (TAFE) curriculum writers in Australia integrate safety education into vocational education courses. It provides a general overview of occupational health and safety from the perspective of TAFE trade training and a brief summary of the major health and safety issues that might be encountered by members of the Australian work force who have been trained through TAFE. The information presented in this publication is in two sections: a general or core module and several specific workplace topics. The general or core module is intended to stand alone as a unit to be taken by every student at the beginning of the course. The noncore, specific workplace topics are intended to be integrated throughout the course. The noncore topics are accompanied by extensive lists of references to enable the teacher to relate the subject area to a specific trade. Topics covered include chemical hazards, noise, vibration, heat and cold, overuse injuries, manual handling, lighting, radiation, confined spaces, electrical safety, biological agents, machinery hazards, the home, vehicle and road safety, personal protective equipment, and occupational first aid. Appendices include industry-specific hazards, a safety and hazard audit, a glossary, curriculum development worksheets, and lists of 35 organizations and 3 print resources. (KC)

ED 317 878 CG 022 386

The National Career Development Guidelines. Local Handbook for Middle/Junior High Schools.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- 89
NOTE- 112p.; For other handbooks in this series, see CG 022 382-388.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Development; Career Planning; Junior High Schools; *Junior High School Students; Middle Schools; *Program Improvement; *Student Development; Student Needs

This handbook, one of five local handbooks developed to support specialized implementation of the National Career Development Guidelines, presents guidelines for developing comprehensive programs for students in middle and junior high schools. Part I describes the need for guidelines and standards in career development, defines career development programs within the context of comprehensive educational programs, and discusses national, state, and local roles in establishing and implementing standards. A comprehensive set of student competencies and indicators is recommended and organized into three broad areas: self-knowledge, educational and occupational exploration, and career planning. An organizational capabilities section provides statements of the commitments, structure, and support required for effective career development programs. The personnel requirements section describes the roles of various staff members and identifies specific competencies needed by counselors and other staff for effective program delivery. Part II present an implementation process that uses the guidelines to establish career development standards and improve existing programs. The process encourages flexibility in standards-setting efforts, builds upon existing program strengths, stimulates coordination within institutions, and enhances cooperation with other organizations. Appendices provide a set of competencies and indicators for all levels; sample forms; local program examples; a listing of resource materials related to career development standards and program implementation; and a listing of all State Occupational Information Coordinating Committees. (NB)

ED 317 892 CG 022 404

Humphreys, Brian Richard
A Cheerful Heart is Good Medicine: The Emotional and Physical Benefits of Humor.
PUB DATE- May 90
NOTE- 58p.; Doctoral research paper, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Anxiety; *Coping; Depression (Psychology); *Humor; *Mental Health; *Physical Health; Sex Differences; *Stress Variables

This paper presents a research review conducted to determine whether there is empirical support for the idea that people can benefit both emotionally and physically from humor. Special attention is given to stress and coping since these concepts have been of particular interest to humor researchers. The document begins with a discussion of the concepts of humor, stress, and coping. It then moves to a presentation of studies concerned with the emotional benefits of humor. This includes studies on general mood disturbance, anxiety, and depression. After briefly discussing how humor helps a person emotionally and the situational influences on the use of humor, the paper addresses the research on the physical benefits of humor. This includes the effects of humor on immune functions, pain, circulation and respiration, and physical illness. This section is followed by a discussion of gender differences and humor. Finally, the paper's last two sections present applications of the research findings and some concluding thoughts. Although the results of the studies were mixed, it is concluded that sufficient evidence exists for the emotional and physical benefits of humor to warrant further research. (NB)

ED 317 920 CG 022 438

Paterson, John G.; And Others
Media Counseling: The New Frontier for Professional Outreach.
PUB DATE- May 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Canadian Guidance and Counselling Association (Edmonton, Alberta, Canada, May 22-27, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling Techniques; Counselors; *Mass Media Role; *Mass Media Use; *Outreach Programs; Psychologists; Radio
The growth of media counseling or psychology has been at times spectacular and at times sporadic. People are taking the phenomenon of media counseling seriously. The potential of radio to reach large audiences is overwhelming. There is an opportunity in the 1990s to allow top professionals in every field to reach the public directly with positive messages. There will never be enough mental health professionals to allow one-to-one counseling to be a major source of information to people seeking assistance. Members of the public can ask intelligent questions and can provide additional information through personal experience, regardless of the mental health issues under discussion. The difficulties with media counseling include the fact that very few mental health professionals have any knowledge of media complexities and difficulties. Media counseling has the potential for research. Media counselors should see their roles as educators. They should neither advise major life or lifestyle changes on air nor accept personal referrals, and they should promote the profession. Media counseling will not flourish if psychologists and psychiatrists attempt to solve every problem before embarking on experimental ventures. (ABL)

ED 317 964 CS 010 012

The Changing Language Arts Curriculum: A Booklet for Parents.
California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0867-5
PUB DATE- 90
NOTE- 19p.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P. O. Box 271, Sacramento, CA 95802-0271 ($5.00 for 10 copies, $30.00 for 100 copies, $230.00 for 1,000 copies, plus sales tax for California residents).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *English Curriculum; Integrated Curriculum; *Language Arts; *Parent Participation; Parent Role; *Parents as Teachers; Parent Teacher Cooperation; Reading Writing Relationship; Student Needs
IDENTIFIERS- California

Intended for parents, this booklet offers information about how reading instruction is changing and is now only one part of an integrated language arts curriculum. The booklet urges parents and educators to work together to help meet students needs. Section titles include: Important Facts About Integrated Language Arts; What to Expect in Your Child's Language Arts Class; Helping Your Child at Home; Planning for Your Child's Success in Integrated Language Arts; and Additional Sources of Help and Information. (MG)

ED 317 995 CS 212 276

Busch, Katharine Mitchell
The Enhancement of Spelling Proficiency through Written Language Experience.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- May 90
NOTE- 11p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Classroom Environment; Classroom Research; Grade 2; *Language Acquisition; Primary Education; *Spelling; Writing Improvement; Writing Skills
IDENTIFIERS- *Spelling Growth; *Story Writing; Teacher Researchers; Writing Development; Writing Folders; Writing To Learn
This study investigated the effect of written language experience on spelling proficiency. Students in the second grade did story writing in a supportive environment which accepted their language when they wrote rather than imposed a criteria of correctness. The students were encouraged to use "functional," or "invented," spelling when they wrote. All the students' writing during the school year was collected in folders for a record of language growth and development, which included a profile of spelling development. Examination of the work of one student, revealed two indications of language growth in spelling. The first was an increase in words spelled conventionally; the second was a change in the type of functional spelling. His functional spellings revealed use of sound/symbol relationships, morphemic knowledge, and visual memory. As the student becomes more of a risk-taker and was more willing to experiment further with linguistic strategies in solving spelling problems, he was moving closer to convention in his spelling and was writing longer, more complex pieces. Findings suggest that children are active participants in the use of language and constantly generate hypotheses which serve their purpose for each occasion. Findings also suggest that if children are encouraged to work through spellings of unknown words, they become sensitive to conventional spellings when they encounter them in print. (Three tables of data are included; an appendix of functional spelling strategies is attached.) (KEH)

ED 318 039 CS 506 766

Alex, Nola Kortner
How to "Read" Television: Teaching Students to View TV Critically. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 89
NOTE- 4p.
CONTRACT- RI88062001
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Audience Response; *Critical Viewing; *Curriculum Development; Evaluative Thinking; High Schools; High School Students; Mass Media Use; Models; Television Curriculum; *Television Viewing; *Visual Literacy
IDENTIFIERS- ERIC Digests; Media Courses; *Media Education; *Television Literacy
Although schools in many countries have initiated mass media education, American schools still give little consideration to any systematic study of the mass media. Students are particularly in need of learning how to apply basic critical viewing concepts to watching television, the most powerful and ubiquitous of the mass media. Most researchers and scholars advocate formal media education for high school students, arguing that it would make for better informed citizens, and that critical viewing will stimulate critical thinking. (NKA)

ED 317 668 CE 054 084

Rosenbaum, James E.
Empowering Schools and Teachers: A New Link to Jobs for the Non-College Bound. Background Paper No. 4.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 28p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4757-75-009-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Records; Adolescents; Basic Skills; *Discipline; Education Work Relationship; Employed Women; *Grades (Scholastic); High Schools; *Incentives; Labor Force Development; Labor Market; Minority Groups; Motivation; *Noncollege Bound Students; *Personnel Selection; Success; Unemployment; Unskilled Workers; Vocational Education; Work Attitudes; Work Ethic; Young Adults
IDENTIFIERS- Boston Compact; Japan; West Germany
Many work-bound youths have poor work habits and poor basic skills in reading, writing, and mathematics. Many work-bound youths, especially minorities and females, spend their first years after school unemployed or job hopping, with consequent loss of training and productivity. These problems are becoming more serious because minorities and females are becoming an increasing portion of the labor force and the youth labor force is shrinking while demand is projected to increase. Achievement cannot be improved without student incentives and teacher authority. The school-work transition and employers' hiring practices undermine student incentives and teacher authority. Lacking authority, teachers make "bad bargains" with youths. Japan, West Germany, and Boston use alternative models. To improve the situation of noncollege-bound students, (1) employers should hire youths based on grades, test scores, and school recommendations; (2) employers must show youths how basic skills lead to desirable jobs; (3) employers must tell school counselors about job openings and hiring criteria, trust counselors' recommendations, and make hiring selections while youths are still in school; (4) schools must make grades meaningful to employers, especially recruiters and supervisors; (5) schools should rate students for "effort" and for "improved skills"; (6) teachers should write references for work-bound students, as they do for the college bound; (7) schools must make grades and teacher recommendations available to employers and make transcripts easily understood and compared; and (8) schools must restructure the general track to offer preparation for youths' future goals. (80 references) (CML)

ED 317 707 CE 054 123

Cooke, William N.
Cooperative Efforts To Solve Employment Problems. Background Paper No. 38.

SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 78p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4781-75-037-04
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; *Conflict Resolution; *Cooperation; Diffusion (Communication); Economic Change; Employees; Employers; *Labor Problems; *Labor Relations; Management Teams; Organization Size (Groups); *Participative Decision Making; Problem Solving; Strikes; Unions

This study of available evidence on cooperative union-management efforts to solve employment problems indicates that roughly one-half of the larger unionized manufacturing facilities have embarked on cooperative efforts. Thus, larger firms have already made the decision to cooperate or not, and targeting government money to them to encourage cooperation would not be beneficial. The limited available evidence suggests that government assistance could make a difference by helping smaller organizations decide to cooperate and by helping them in the initial implementation of cooperative efforts. Few cooperative efforts enlist or encompass a majority of employees. The key to the success and longevity of cooperative efforts is finding mechanisms or processes by which the parties can juxtapose relative power activities and cooperative activities. The overriding policy implication is that any government assistance should be focused on helping private parties make the transition from experimentation to institutionalization. The Department of Labor should commit $500,000 to support rigorous studies and coordinate dissemination of their findings through the Bureau of Labor and Management Relations. The findings can be further disseminated through seminars and more effective use of areawide labor-management committees. (The document contains 2 figures, 5 tables, and 84 references.) (CML)

ED 317 721 CE 054 390

Job Training Partnership Act. Information on Set-Aside Funding for Assistance to Older Workers. Fact Sheet for the Chairman, Special Committee on Aging, U.S. Senate.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-90-59FS
PUB DATE- Jan 90
NOTE- 28p.; For a related document, see CE 054 389.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 100 or more: 25% discount).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Vocational Education; *Economically Disadvantaged; *Expenditures; Federal State Relationship; Government School Relationship; Middle Aged Adults; *Program Implementation; *Retraining
IDENTIFIERS- *Job Training Partnership Act 1982; *Older Workers
Research was conducted to determine the extent to which the states have been able to spend their Job Training Partnership Act (JTPA) 3-percent set-aside funds for assistance to economically disadvantaged workers 55 years old and older, to compare the expenditure rate of the older worker set-aside with the expenditure rates of other JTPA programs, and to determine the extent to which older workers are being served by JTPA. Data were obtained from the Department of Labor; the National Association of State Units on Aging; the National Council on the Aging, Inc.; the National Governors' Association; and the Congressional Research Service. No attempt was made to verify the accuracy of the data, but data from multiple sources were compared. Among the findings were the following: the states have not fully expended the 3-percent set-aside funds for older workers, but the expenditure rates have increased from an initial 28 percent in transitional year 1984 to 70 percent in program year 1988; the expenditure rate was similar to that of the dislocated worker program, but substantially lower than the Title IIA program and the Title IIB summer youth program; and, overall, about 11 percent of all adults terminating from JTPA in program year 1987 were older workers. (Supporting data for the study are provided in six appendices, with Appendix 7 listing the major contributors to the document.) (CML)

ED 317 734 CE 054 428

Van Horn, Carl E.; And Others
Workforce Futures: Strategic Planning in the States. Research Report No. 89-06.
National Commission for Employment Policy (DOL), Washington, D.C.
PUB DATE- Feb 90
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economic Development; *Education Work Relationship; *Government Role; *Job Training; *Labor Force Development; Labor Market; Policy Formation; Public Sector; *Statewide Planning
IDENTIFIERS- Indiana; Maine; Maryland; Michigan; New Jersey; North Dakota; *Strategic Planning; Washington

This document examines recent developments in strategic planning for employment, identifies key elements of strategic plans, examines issues to be addressed in implementing such plans, examines New Jersey's state plan in detail, and provides short sketches of the strategic plans for employment in six other states. Following an executive summary, the document's first section addresses the need for strategic planning caused by new economic realities such as the perception that knowledge is the premier wealth-producing asset; inefficient labor markets; poor program coordination; and a limited response from the U.S. government. The second section covers public sector strategic planning. It recommends a framework that includes the following: a vision of what a work force readiness system should be; a decision-making structure to carry out the strategic vision; the coordination of programs across various functional areas and levels of government; new program initiatives to respond to unmet needs; and methods of evaluating the performance of all components of the human resources system in relation to the state's vision. The third section discusses New Jersey's state strategic plan and the strategic planning efforts of Indiana, Maine, Maryland, Michigan, North Dakota, and Washington. The fourth section discusses how to overcome barriers to strategic planning and the importance of long-term commitments from policy makers in the public and private sectors. A 33-item bibliography concludes the document. (CML)

ED 317 747 CE 054 481

Donohue, John D.
Shortchanging the Workforce. The Job Training Partnership Act and the Overselling of Privatized Training.
Economic Policy Inst., Washington, DC.

REPORT NO.- ISBN-0-944826-18-0
PUB DATE- 89
NOTE- 48p.
AVAILABLE FROM- Economic Policy Institute, 1730 Rhode Island Avenue, NW, Suite 812, Washington, DC 20036 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Accountability; *Economically Disadvantaged; *Education Work Relationship; Employment Potential; *Federal State Relationship; Job Placement; *Job Training; *Outcomes of Education; Private Sector; Retraining; Standards; Unemployment; Vocational Education; *Work Experience Programs
IDENTIFIERS- *Job Training Partnership Act 1982

The Job Training Partnership Act (JTPA) represents a 6-year experiment in the privatization of public responsibilities that demonstrates that enlisting private energies to serve the public purpose is an appealing but deceptively elusive goal. Although contractors are evaluated and paid by reference to output standards, accountability is difficult to enforce in human capital development. Suppliers are able to meet performance standards without producing real long-term changes in trainees' productivity or employment prospects. Although evaluation has been hampered by limits on data collection and monitoring, mounting evidence shows that (1) the pattern of training is driven more by short-term job placement than long-run payoffs; (2) the small numbers of trainees are selected from among the large number of eligible persons more by the criterion of "job readiness" than by need for training or ability to benefit; and (3) subsidies for on-the-job training are distorted into wage subsidies, with public money buying little or no incremental training. The information and monitoring systems essential to realize the JTPA ideal were rejected as unduly expensive and intrusive. There is little incentive for contractors to concentrate on people who would otherwise remain unemployed and impoverished and no compelling evidence that the JTPA system makes much difference in the pattern of employment, earnings and productivity of the U.S. work force. (51 references.) (CML)

ED 317 759 CE 054 497

Bixler, Brett; Askov, Eunice N.
Use of Computer Assisted Instruction with Displaced Workers and Volunteer Tutors. Final Report.
Pennsylvania State Univ., University Park. Inst. for the Study of Adult Literacy.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Adult Education.
PUB DATE- Aug 88
NOTE- 24p.
AVAILABLE FROM- Institute for the Study of Adult Literacy, Pennsylvania State University, 204 Calder Way, Suite 209, University Park, PA 16801.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Computer Assisted Instruction; *Courseware; *Dislocated Workers; Functional Literacy; *Literacy Education; *Reading Achievement; Student Attitudes; *Tutoring
A study examined the use of the Penn State Adult Literacy Courseware, which teaches sight vocabulary to beginning adult readers, in a volunteer tutoring situation with three male and two female unemployed adults whose average grade level in reading was 1.1. All students were white, their average age was 37, and the highest grade any of them had completed in school was the 10th. The five tutors were all female and received 14 hours of training on the use of the courseware before giving 20 hours of tutoring. Pre- and posttest measurements were taken with the Slosson Oral Reading Test (SORT), an attitude survey of tutors and students concerning the use of computers, and two sections of the Baltimore County Design, which measured how well the students could identify words in isolation and in context. Limitations of the study include the small number of subjects (N=9) and the fact that there was no control group, so the results cannot be considered statistically significant. Analysis of the pre- and posttest results showed positive gains on all three measurement instruments. The average reading grade level had risen to 1.76 after only 20 hours of instruction, as compared with a minimum 25 hours that traditional programs take to make comparable gains. Students increased their positive attitudes about computers. Starting with less positive attitudes, the tutors also increased their positive feelings. However, no tutors indicated they would prefer the computer over any other method. (The document includes results of a tutor survey on how the courseware could better serve the needs of displaced workers and on the role of the tutor, as well as a 13-item bibliography.) (CML)

ED 317 771 CE 054 518

Public Service through the State Government Workforce: Meeting the Challenge of Change. Executive Summary.
State Univ. of New York, Albany. Nelson A. Rockefeller Inst. of Government.
PUB DATE- Sep 89
NOTE- 34p.; Produced by the Task Force on the New York State Public Workforce in the 21st Century on behalf of New York Governance in the 21st Century.
AVAILABLE FROM- Professional Development Program, Nelson A. Rockefeller College of Public Affairs and Policy, 135 Western Avenue, Albany, NY 12222 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employment Practices; *Futures (of Society); *Government Employees; *Government Role; Personnel Management; Personnel Needs; *Personnel Policy; Postsecondary Education; Recruitment; Staff Role; *State Government; Statewide Planning; Trend Analysis
IDENTIFIERS- *New York

This report summarizes the findings of a New York State task force that studied the public work force of the state with a focus on preparing these workers for the future. Discussion of the task force was organized along four major topics of concern: recruiting, retention, and compensation; management style; education, training, and retraining; and organizational structure/productivity. The summary report is presented in four sections. Part One describes the forces of change now impinging on the public sector in the state, such as a labor shortage, more women and minority groups in the labor force, changing family structures, high dropout rates, lack of basic skills, the introduction of new technology, and changes on the internal scene. Part Two describes the impact of change, translating that impact into key issues for state government as an employer, for managers within government, and for government employees. Part Three discusses formulating a policy response to change, setting forth 10 guiding principles for the future. Part Four suggests implementation steps. A summary of the guiding principles and 55 supporting recommendations are included. (KC)

ED 317 784 CE 054 566

Perelman, Lewis J.
The Learning Enterprise. Adult Learning, Human Capital, and Economic Development.
Council of State Policy and Planning Agencies, Washington, DC.
REPORT NO.- ISBN-0-934842-44-2
PUB DATE- 84
NOTE- 79p.
AVAILABLE FROM- Council of State Policy and Planning Agencies Publications, 400 North Capitol Street, NW, Suite 285, Washington, DC 20001 ($10.00; 10% discount on bulk orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Learning; Adult Literacy; Adult Students; Attitude Change; Dislocated Workers; *Economic Development; *Educational Attitudes; Educational Needs; *Futures (of Society); *Human Capital; Information Processing; *Job Training; Labor Demands; Labor Needs; Postsecondary Education; Public Policy; Retraining; Technological Advancement; Work Attitudes; Work Environment
The recent frenzy over education--that is, children and schools--has obscured an adult learning crisis that will really put this nation's economy at risk between now and the beginning of the next century. The postindustrial economy demands a new kind of learning enterprise, focused on adults rather than children, on learning rather than education, on technology rather than institutions, and on private competition rather than public administration. Economic security in the postindustrial economy depends less on expertise and more on "flexpertise"--the ability continually to adapt individual knowledge and skill. Virtually the entire adult population needs retraining and new learning to be economically productive. Reforms of elementary and secondary education, however justified, will have little impact on these urgent adult learning needs before the next century. "More education" will not solve the human capital crisis. The emergence of a knowledge-based economy requires a new synthesis of the functions of training, education, and other forms of communication and learning under the single umbrella of the "learning enterprise." The major barrier to reforming the current policy framework and creating the kind of learning enterprise needed by a new economy is an appalling lack of timely and accurate information about the entire system of adult learning in the United States. This information must be gathered, education must be made learning centered rather than degree centered, and new technology must be used, in order to meet the economy's growing need for flexible human capital. (KC)

ED 317 811 CE 054 635

Displaced Workers, 1981-85. Bulletin 2289.
Bureau of Labor Statistics (DOL), Washington, D.C.
PUB DATE- Sep 87
NOTE- 34p.; Adaptation and expansion of an article in "Monthly Labor Review" (EJ 353 474).
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Dislocated Workers; *Dismissal (Personnel); *Employment Practices; Labor Force; *Labor Turnover; Labor Utilization; Personnel Policy; *Reduction in Force; Retrenchment; *Unemployment
IDENTIFIERS- *Plant Shutdown

In January 1986, the Employment and Training Administration sponsored a special study designed to answer some of the questions about displaced workers. The principal findings of the survey included the following: a total of 10.8 million workers 20 years of age and over lost jobs because of plant closings or employment cut-backs over the January 1981-January 1986 period; of the 5.1 million workers who had lost jobs at which they had worked at least 3 years, about two-thirds were reemployed as of January 1986; close to 18 percent of those displaced were unemployed when surveyed in January 1986; of the 3.4 million workers who found work following displacement, 2.7 million were working at full-time wage and salary jobs with more than half of those reemployed earning as much or more in their new jobs as in their lost jobs; about 2 of 3 displaced workers were men; the geographic distribution of displaced workers was heavily concentrated in the East North Central states; more than 1 of 3 workers over 55 years of age left the labor force after losing their jobs; and reemployment was more difficult for Black and Hispanic workers. (Twelve supplementary data tables are included in the appendices.) (CML)

ED 317 839 CE 054 709

Hevel, David
Heating and Air Conditioning. Auto Mechanics Curriculum Guide Module 9. Instructor's Guide.
Missouri Univ., Columbia. Instructional Materials Lab.
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE- Jul 89
NOTE- 326p.; For related documents, see CE 054 320-321.
AVAILABLE FROM- Instructional Materials Laboratory, University of Missouri, 2316 Industrial Drive, Columbia, MO 65202 (Order No. 70-1809-I: $22.70).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Air Conditioning; *Auto Mechanics; Competence; *Competency Based Education; *Heating; Job Skills; Learning Modules; Mechanics (Process); *Motor Vehicles; Postsecondary Education; Repair; Secondary Education; State Curriculum Guides; Teaching Methods; Units of Study; Vocational Education
IDENTIFIERS- *Missouri
This unit of instruction is one of a series of modules in the Missouri Auto Mechanics Curriculum Guide. The module's format was developed for competency-based teaching and testing. The module contains 11 units, each of which contains the following components: a competency profile, objective sheets, references, notes to the instructor, lesson plans, information sheets, assignment sheets, job sheets, and tests and answers. The units cover the following topics: (1) principles of automotive air conditioning; (2) automotive air conditioning system design; (3) automotive air conditioning system service; (4) servicing the automotive air conditioning system; (5) the automotive air conditioning compressor and compressor clutch; (6) repairing and replacing the evaporator, condenser, expansion tube, and receiver-drier; (7) the automotive heating system and engine cooling system; (8) repairing the automotive heating and engine cooling system; (9) electrical components of automotive air conditioning and heating systems; (10) diagnosing and repairing automotive heating and air conditioning control devices; and (11) diagnosing automatic and semiautomatic control systems. (KC)

ED 317 907 CG 022 421

The Changing Face of Health Care: The Movement toward Universal Access. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred First Congress, First Session (New Haven, CT, December 11, 1989).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 90

NOTE- 205p.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Congressional Sales Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Children; *Delivery Systems; *Family (Sociological Unit); *Financial Support; *Health Care Costs; Health Services; Hearings

IDENTIFIERS- Congress 101st

Text of a Congressional hearing which examined the impact of outmoded means of financing health care on children and families of the United States and explored alternative systems that provide better care is provided in this document. An opening statement by Representative Bruce A. Morrison is presented and testimony by these witnesses is included: (1) Richard Holdt, vice president of marketing, Blue Cross/Blue Shield of Connecticut; (2) Lorraine V. Klerman, professor of public health, Department of Epidemiology and Public Health, School of Medicine, Yale University; (3) Leonard S. Krassner, president, Connecticut Chapter, American Academy of Pediatrics; (4) H. Craig Leroy, president, Insurance Association of Connecticut; (5) Theodore R. Marmor, professor of public policy and management, School of Organization and Management, Yale University; (6) Cornell Scott, president, Connecticut Primary Care Association and director, Hill Health Center; (7) Janet Spegele, vice president of legal department, Connecticut Business and Industry Association; (8) Kenneth E. Thorpe, director, Program on Health Care Financing and Insurance, Department of Health Policy and Management, School of Public Health, Harvard University; (9) Sister Anne Virginie, chairperson-elect, Connecticut Hospital Association and president, St. Raphael Healthcare System; and (10) Steven Wolfson, chairman, Health Systems Planning Committee, New Haven County Medical Association. Prepared statements and other materials by these witnesses are also included, as is a fact sheet appended to Representative Morrison's statement giving salient health care data and contrasting Canada's universal insurance system with the system employed in the United States. (ABL)

ED 318 012 CS 212 298

Daniels, Harvey A., Ed.
Not Only English: Affirming America's Multilingual Heritage.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-3363-0
PUB DATE- 90
NOTE- 136p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 33630-0015; $6.95 member, $8.95 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- Cultural Context; Cultural Influences; *English; *Language Maintenance; Language of Instruction; Language Role; Multilingualism; *Official Languages; Sociolinguistics
IDENTIFIERS- *Educational Issues; *English Only Movement; Linguistic Pluralism

Intended to help teachers of English, language arts, and other subjects interpret "English Only" language issues for students, parents, and school communities, this book addresses various aspects of the controversy. Articles, listed with their authors, are as follows: (1) "The Roots of Language Protectionism" (Harvey A. Daniels); (2) "The Legal Status of English in Illinois: Case Study of a Multilingual State" (Dennis Baron); (3) "Metaphors and Motives of Language-Restriction Movements" (Elizabeth Frick); (4) "The Federal English Language Amendment: Prospects and Perils" (Elliot L. Judd); (5) "In the Aftermath of the ELA: Stripping Language Minorities of Their Rights" (Roseann Duenas Gonzalez); (6) "Official English and the English Profession" (James C. Stalker); (7) "Paranoia in Language Politics" (Vivian I. Davis); (8) "'Solamente Ingles' and Hispanics" (Victor Villanueva, Jr.); (9) "Anglo-Conformity: Folk Remedy for Lost Hegemony" (James Sledd); (10) "Disillusionment with Official English and the Search for Alternatives" (Mary Carol Combs and Lynn M. Lynch); (11) "The 'Mis-education of the Negro'--and You Too" (Geneva Smitherman); and (12) "What One Teacher Can Do" (Harvey A. Daniels). (KEH)

ED 318 026 CS 212 313

Aptekar, Lewis
The Ethnographic Dilemma.
PUB DATE- Apr 90
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 15-21, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Clinical Psychology; *Data Collection; Essays; *Ethnography; *Research Methodology; Research Problems; Social Scientists; *Writing Skills
IDENTIFIERS- Reflective Thinking; *Reflective Writing
A dilemma faces the ethnographer whose discipline forces the creation of an objective text from an intimate participatory experience. There have been three ways in which ethnographers have attempted to solve the dilemma of producing the objectivity of a scientific text while acknowledging their presence in the field. The first approach is the disembodied ethnography which is based on denial. The second way is via the self-indulgent ethnography. In this approach, the author is at center stage making the impact of his presence the main ingredient of the document. The third approach is the disjointed ethnography in which the ethnographer acts as a middle man separating the subject's voice and the author's voice. The inadequacy of these approaches comes from two problems. First, the dual role of friendships and informants causes emotional strain which results in the ethnographer becoming a trickster promising not to lie, but never telling the whole truth. Second, ethnographers--in the way they choose topics, in the manner they collect, record, and categorize data, and in the final form of the document--make choices which are a product of selective memory. The clinical ethnography (CE), a type of ethnography that combines the self-reflective honesty associated with clinical psychology, the stringency of scientific observation, and the writing skills of narrative essayists, can be a means of solving the enthnographic dilemma. Clinical ethnography accepts, as a legitimate outcome of its work, provocations instead of conclusions. (Fifteen endnotes and 25 references are attached.) (MG)

ED 317 826 CE 054 677

Lambert, Michael P., Ed.; Welch, Sally R., Ed.
Home Study Course Development Handbook. Second Edition.
National Home Study Council, Washington, D.C.
PUB DATE- 88
NOTE- 230p.; For the first edition, see ED 183 943.
AVAILABLE FROM- National Home Study Council, 1601 18th Street, NW, Washington, DC 20009 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - General (020)
DESCRIPTORS- Adult Education; Behavioral Objectives; Continuing Education; Correspondence Schools; *Correspondence Study; Cost Effectiveness; Curriculum Development; Distance Education; Editing; Educational Media; Extension Education; *Home Study; *Independent Study; *Instructional Materials; *Material Development; *Nontraditional Education; Proprietary Schools; Readability Formulas; School Holding Power; Student Motivation; Teacher Influence; Test Construction

Intended to help developers of home study courses and their directors of education create good correspondence courses, this document updates the 1980 edition and was developed by members of the National Home Study Council's Research and Educational Standards Committee. The document begins with photographs and biographies of its authors. The chapters and authors are "From Theory to Practice" (Fowler); "Naming the Parts" (Lambert); "Developing the Modern Home Study Course" (Frenzel); "Supervising Course Authors" (McKeown); "Preparing Instructional Objectives" (Evans); "Working Magic with Manuscripts" (Marshall); "Managing Text Readability" (Hughes); "Writing Examinations" (Loftus); "Motivation through Interaction and Media" (Dasenbrock); "Designing a Home Study Course" (Foltz); "Managing Course Production" (Clark); "Completion Rate Studies" (Whittington); and "Financial Analysis" (Godfrey). The document contains 27 references. (CML)

ED 317 935 CG 022 454

White-Means, Shelley I.; Thornton, Michael J.
Labor Market and Home Care Choices of Employed Ethnic Caregivers.
PUB DATE- Nov 89
NOTE- 19p.; Paper presented at the Annual Meeting of the Gerontological Society (42nd, Minneapolis, MN, November 17-21, 1989). Partial financial support received from Avron B. and Robert F. Fogelman Academic Excellence Fund.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Cultural Differences; Decision Making; *Employment; *Ethnicity; *Family Caregivers; *Frail Elderly; *Role Conflict; *Time Management
The presence of family caregivers in their homes has mitigated the need for the elderly to choose between reducing health services (and thus health) to levels that they can afford or going into serious debt to maintain health. However, caregivers must balance their role of health producer in the home with their role of income producer in the labor market. This study used data from the National Long Term Care and National Survey of Informal Caregivers (1982) to link and examine two decisions of employed informal caregivers (the allocation of time to care production and to the labor market) among German-, Irish-, English- and African-Americans. The results revealed that among ethnic caregivers, production factors, access to financial resources, and personal characteristics of caregivers were significant determinants of decisions concerning caregiving and labor hours. It was found that the lower the health status of the elderly care receiver and/or the worse the health of the caregiver, the more likely the caregiver was to increase caregiving hours and reduce labor market hours. White ethnic groups were found to exhibit heterogeneous patterns of caregiving. (Author/TE)

ED 317 949 CS 009 992

A Parent's Guide to the MEAP Essential Skills Reading Test.
Michigan State Board of Education, Lansing.
PUB DATE- 89
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Change; Educational Testing; Elementary Secondary Education; Grade 4; Grade 7; Grade 10; Reading Achievement; *Reading Research; Reading Skills; *Reading Tests; State Standards
IDENTIFIERS- *Michigan Educational Assessment Program

This pamphlet describes the new Michigan Educational Assessment Program (MEAP) Essential Skills Reading Test which was given to every fourth, seventh, and tenth grader in Michigan in 1989. The questions addressed in the pamphlet include: (1) Why is a new MEAP reading test needed? (2) How has the teaching of reading changed? (3) How is the new MEAP reading test different from previous tests? (4) What kinds of questions will students be asked on the new test? (5) How will the new reading test be scored? and (6) How will students perform on the new reading tests? The pamphlet includes examples from the new and old tests. (RS)

ED 317 681 CE 054 097

Quigley, John M.; Smolensky, Eugene
The Tax Treatment of Training and Educational Expenses. Background Paper No. 14.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 48p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-4753-75-013-04
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; Corporate Education; *Educational Economics; *Educational Finance; Finance Reform; *Human Capital; Instructional Student Costs; Job Training; Postsecondary Education; School Business Relationship; *Tax Credits; *Tax Deductions; Training Allowances; *Tuition
For those students incurring direct educational expenditures that are high enough, the current personal income tax will discourage investment in human capital, assuming tax rates are essentially proportional over the relevant range. In all probability, however, any distortion between investment in human and physical capital is quantitatively small. This suggests that distortions among different types of education and training under the personal tax code are more important. Under the corporate tax code, human capital and research and development might be favored over investment in physical capital within the firm. However, because firms have little incentive to train their workers for new jobs outside the firm, the distinction between current job and noncurrent job is also relevant in the corporate tax analysis. The current tax code requires firms to treat differently their costs for physical and capital investments, investment in research and development, and human capital development. If it is administratively not possible to amortize the costs of human capital development against future earnings, at least they should be treated comparably with research and development costs. Under the personal income tax code, all investments in education should be immediately and fully deductible by individuals against the current wages and salary of the trainee. They should be deducted on Schedule A of the federal income tax form rather than be subject to a 2 percent expenditure floor. The deduction should be phased out with higher total reported income and allowable against earned income only. (The document contains 36 references.) (CML)

ED 317 798 CE 054 605

Strumpf, Lori; And Others
Improving Workplace Skills: Lessons from JTPA. A White Paper.
Center for Remediation Design, Washington, DC.
SPONS. AGENCY- National Governors' Association, Washington, D.C.
PUB DATE- Apr 89
NOTE- 28p.; Paper presented at the Annual Conference of the Partnership for Training and Employment Careers (6th, Phoenix, AZ, April 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Literacy; At Risk Persons; *Basic Skills; Compliance (Legal); *Employment Potential; Employment Programs; Evaluation Methods; Federal Legislation; Federal Programs; Functional Literacy; *Job Skills; *Job Training; Literacy Education; Skill Development; *Vocational Evaluation
IDENTIFIERS- *Comprehensive Adult Student Assessment System

By the year 2000, most new entrants to the work force will be women, minorities, or immigrants who have not mastered the skills necessary for the entry-level jobs of the future--the ability to conceptualize, analyze, and communicate well. However, research has demonstrated that these people, who are at risk of chronic unemployment, do not perform well in traditional education because classroom lessons are not connected to the work world. Job training programs funded by the Job Training Partnership Act (JTPA) focus their services on such people, and the JTPA youth remediation programs are especially appropriate for preparing tomorrow's work force. Since 1986, criterion-referenced tests have been used to determine who is at risk because of work-related skill deficiencies; 6 states and 43 service delivery areas (SDAs) of JTPA have participated in the demonstration program. Currently, several SDAs are working on a workplace-related assessment and remediation design that uses three levels of employability: preemployable, nearly employable, or employable. JTPA clients are placed into one of these levels based on assessment results and then are provided with the specific services designed to meet the needs of that level. The result of the project will be the development of three or four workplace-related assessment systems from which SDAs across the country can choose based on the needs of their labor market. Recommendations were made to determine eligibility levels and functional skills based on the local job market. (An appendix provides information on the Comprehensive Adult Student Assessment System, on which the assessment tools will be based.) (KC)

ED 317 866 CE 054 748

Myth #12: The Military Is Running out of Brainpower.
Education Writers Association, Washington, DC.; Institute for Educational Leadership, Washington, D.C.
SPONS. AGENCY- John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 89
NOTE- 7p.; For related documents, see CE 054 736-747.
AVAILABLE FROM- Education Writers Association, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Educational Policy; Enlisted Personnel; Functional Literacy; *Government Role; Job Performance; *Literacy Education; *Military Training; Public Policy; Reading Research; *Remedial Instruction; *Technology Transfer; Test Bias

The military has responded to recent demographic projections by upgrading its literacy standards: almost 95 percent of new recruits are high school graduates. In order to maintain its high recruitment standard, the military relies heavily on a standardized test, the Armed Services Vocational Aptitude Battery. Those who have not graduated from high school or who hold the General Educational Development certificate must have higher than average scores in order to enlist. However, researchers such as Sticht maintain that heavy reliance on literacy tests are unfair to some young people and troublesome for public policy. Sticht contends that these tests exclude many of the most needy young adults from obtaining the benefits of military service, although such tests are imperfect for determining suitability for the military. Despite recruits with higher literacy skills, remedial literacy programs in the military are increasing. This training emphasizes two strategies--contextual literacy skills (those developed through training in job-related skills) and greater use of technology. Many of the military's research findings and training programs are adaptable to the civilian workplace. (Two bar graphs are included, describing (1) the performance of white and black soldiers on job knowledge and performance tests and supervisor's ratings of proficiency and (2) the rate of completion of 36 months of service by potentially ineligible and eligible comparison groups in low and high complexity jobs. Addresses and telephone numbers for five sources of information on literacy and the military are listed.) (CML)

ED 317 879 CG 022 387

The National Career Development Guidelines. Local Handbook for Elementary Schools.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.
PUB DATE- 89
NOTE- 104p.; For other handbooks in this series, see CG 022 382-388.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Development; Career Planning; Elementary Education; *Elementary School Students; *Program Improvement; *Student Development; Student Needs

This handbook, one of five local handbooks developed to support specialized implementation of the National Career Development Guidelines, presents guidelines for developing comprehensive programs for students in elementary schools. Part I describes the need for guidelines and standards in career development, defines career development programs within the context of comprehensive educational programs, and discusses national, state, and local roles in establishing and implementing standards. A comprehensive set of student competencies and indicators is recommended and organized into three broad areas: self-knowledge, educational and occupational exploration, and career planning. An organizational capabilities section provides statements of the commitments, structure, and support required for effective career development programs. The personnel requirements section describes the roles of various staff members and identifies specific competencies needed by counselors and other staff for effective program delivery. Part II present an implementation process that uses the guidelines to establish career development standards and improve existing programs. The process encourages flexibility in standards-setting efforts, builds upon existing program strengths, stimulates coordination within institutions, and enhances cooperation with other organizations. Appendices provide a set of competencies and indicators for all levels; sample forms; local program examples; a listing of resource materials related to career development standards and program implementation; and a listing of all State Occupational Information Coordinating Committees. (NB)

ED 317 893 CG 022 406

The Wisconsin Study: Alcohol and Other Drug Use. A Search Institute Report April 1989. Bulletin No. 9408.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- May 89
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alcohol Abuse; *Drinking; Driving While Intoxicated; *Drug Use; Elementary Secondary Education; Sex Differences; *Student Behavior; Students
IDENTIFIERS- *Wisconsin

This study assessed student experience with alcohol and other drugs to establish baseline data against which on-going alcohol and drug education efforts can be measured. Subjects were 6,222 students in grades 6, 8, 10, and 12 who were enrolled in 124 public schools in 83 Wisconsin communities. The results of the study revealed that 53% of sixth graders had used alcohol, 51% of 12th graders used alcohol in the 2 weeks prior to the survey, and 37% of seniors and 28% of sophomores drank to the point of intoxication at least once in the 2 weeks prior to the survey. In the year prior to the survey, 46% of 12th graders had driven after drinking and 70% had ridden in a vehicle driven by someone who had been drinking alcohol. Alcohol use rates for girls were only slightly lower than for boys. Although they were under the legal age, 18% of 12th graders reported buying alcohol at a store and 18% reported getting alcohol in a bar. Illicit drugs were reportedly tried by 47% of seniors, 34% of sophomores, 18% of eighth graders, and 6% of sixth graders. Problem drinking or drug use was found in 9% of 6th graders, 19% of 8th graders, 33% of 10th graders, and 44% of 12th graders. These findings document the magnitude of the challenge faced by educators in meeting the alcohol and other drug use problem. (NB)

ED 317 921 CG 022 439

Hummel, Thomas J.; Johnson, Gary G.
A Computer-Based, Prescriptive Approach for Teaching Expertise to Group Counselors.
PUB DATE- Apr 90
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Counselor Training; *Curriculum Development; Graduate Students; *Group Counseling; Higher Education; *Instructional Effectiveness
There has been a long standing concern with the preparation and training of group counselors. This study attempted to determine the efficacy of a computer-based, prescriptive method for teaching group leadership decision rules to graduate level counselor trainees. In the first phase of the study, the computer-based, prescriptive curriculum was developed, as well as control condition. The leadership decision rules were developed by interviewing group counselors, (N=10) who each had at least 5 or more years of group experience. In the second phase of the study, the curriculum was evaluated using a randomized comparative experiment with graduate student subjects (N=20). Based on results of the evaluation, the computer-based, prescriptive curriculum was effective in teaching the content it was designed to teach. Results concerning performance were not as clear cut as had been hoped. Reasons for this include that the decision rules and actions comprising the prescriptive curriculum were both detailed and extensive and therefore it was probably unrealistic to expect trainees to absorb and integrate the quantity of detailed

information involved in only 6 hours spread across 3 weeks. Also, the group interaction was assessed in the fifth week of the quarter which was too early. (ABL)

ED 317 965 CS 010 013

Graves, Donald H.
Investigate Nonfiction.
REPORT NO.- ISBN-0-435-08486-0
PUB DATE- 89
NOTE- 111p.; The Reading/Writing Teacher's Companion Series.
AVAILABLE FROM- Heinemann Educational Books, Inc., 70 Court St., Portsmouth, NH 03801 ($7.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; *Classroom Environment; Elementary Education; Interviews; Journal Writing; *Learning Activities; Letters (Correspondence); *Nonfiction; Personal Narratives; *Reading Instruction; Teaching Methods; *Writing Instruction
IDENTIFIERS- Emergent Literacy

Based on the premise that reading and writing are social acts in which teachers and children together share the books and authors they enjoy and their own composing in the various genres, this book (one of a series) focuses on using nonfiction to develop a literate classroom. The book highlights a series of "action experiments" designed for personal growth and discovery in the classroom. Chapters include: (1) "Roots of Nonfiction--Discourse"; (2) "Transitions from Oral Forms to Reading and Writing"; (3) "Put Nonfiction to Work"; (4) "The Lively Art of the Interview"; and (5) "Formal Reporting." (RS)

ED 317 982 CS 010 032

Peterman, Carol L.; And Others
An Exploratory Study of Practicing Teachers' Use of Study Guides in Content Area Classrooms.
PUB DATE- Nov 89
NOTE- 15p.; Paper presented at the Annual Meeting of the National Reading Conference (39th, Austin, TX, November 28-December 2, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Content Area Reading; Questionnaires; Reading Research; Secondary Education; *Study Guides; *Teacher Attitudes; Teacher Role; Thinking Skills
IDENTIFIERS- Content Area Teacning
This exploratory study examines how practicing teachers perceive the function and use of study guides in their content area classrooms. Subjects, 21 students in a graduate content area reading course and 14 cooperating teachers in field experience settings for students enrolled in an equivalent undergraduate course, completed a forced-choice and open-ended questionnaire. The subjects represented teachers from a broad range of content areas, grade levels, and classroom experience. Results seemed to indicate that teachers are not only concerned that students learn from

content material but that teachers also recognize the importance of developing students' higher level thinking skills. Results also indicated that while the majority of teachers used study guides as a way of guiding their students' reading, the less experienced teachers were just as convinced that their purpose was to help students study for tests. (Two tables of data are included.) (RS)

ED 317 694 CE 054 110

Friedman, Dana E.
Impact of Child Care on the Bottom-Line. Background Paper No. 27.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 56p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080). Portions of this paper appear in "Productivity Impact of Work and Family Problems and Programs" (Conference Board, 1989).
CONTRACT- 99-9-4788-75-044-04
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Adults; Day Care Centers; *Employed Parents; *Employee Absenteeism; Employer Employee Relationship; *Employer Supported Day Care; *Fringe Benefits; *Personnel Policy; *Productivity; Referral; Welfare Services; Working Hours; Young Children

Working parents may miss work to look for child care, to cover for a breakdown in care, or to care for a sick child. Employers can reduce family-related absences by providing on-site child care and referral services, improving the quality and reliability of community child care centers, or increasing parents' ability to afford better care. Allowing sick leave for family reasons does not reduce absenteeism, but it does reduce the tension associated with having to lie about the reason. There is evidence to suggest that these absences do not necessarily translate into lower productivity. Recommendations relating to the complicated relationship between work and family include: better measures, research tools, and methodologies; more pooling of firms' anonymous needs assessments; analysis of on-site centers' sick policies; research on parents who work nonstandard hours; work-family conflicts of welfare women with young children; and on the effects of work-family issues within different industries, different size companies, different regions of the country, and different income groups; and a mechanism for translating and disseminating this research to companies. (The paper includes an exhibit describing 16 studies of welfare women with young children; and on the effects of work-family issues of employer-supported child care, 5 data tables, and 50 references.) (CML)

ED 317 852 CE 054 734

Kulich, Jindra
Adult Education in Continental Europe. An Annotated Bibliography of English-Language Materials, 1986-1988. Monographs on Comparative and Area Studies in Adult Education.
British Columbia Univ., Vancouver. Centre for Continuing Education.; International Council for Adult Education, Toronto (Ontario).
REPORT NO.- ISBN-0-88843-188-0
PUB DATE- 90
NOTE- 162p.; For earlier editions, see ED 221 744, ED 241 756, and ED 285 001.
AVAILABLE FROM- Publications, Centre for Continuing Education, University of British Columbia, 5997 Iona Drive, Vancouver, British Columbia, Canada V6T 2A4 ($20.00 Canadian).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Education; Comparative Education; *Continuing Education; Educational History; Foreign Countries; *Job Training; Lifelong Learning; Periodicals
IDENTIFIERS- *Europe
This document contains annotations for 667 English-language publications published in Europe, excluding the British Isles, during 1986-88. Not included are personal visit reports and conference papers unless they were actually published, doctoral dissertations, masters theses, and materials available only on microfilm, microfiche, or computer disks. The bibliography is organized by country, with a section also on Europe and a section on Scandinavia. The section on Germany is subdivided into three categories (pre-1945 Germany, Federal Republic of Germany, and German Democratic Republic), and the section on the Soviet Union is subdivided into pre-1917 and after. Within the country categories, the bibliography is subdivided into categories of institutions, methods, techniques, and subject matter, although the categories are not clearly definable or mutually exclusive and not all categories can be applied equally to all countries covered. Each item is listed in full only as the main entry in the applicable major subcategory and cross-referenced by number under any other applicable subcategory. In addition to the annotations, three pages of names of periodicals searched and the 52 categories used are listed. A subject index, which lists all entries by subcategories and by countries, and an author index also appear. (CML)

ED 317 950 CS 009 995

Adams, Marilyn Jager
Beginning To Read: Thinking and Learning about Print.
Massachusetts Inst. of Tech., Cambridge.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-262-01112-3
PUB DATE- 90
NOTE- 494p.; For a summary of this document, see ED 315 740.
CONTRACT- G0087-C1001

AVAILABLE FROM- The MIT Press, 55 Hayward St., Cambridge, MA 02142 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Beginning Reading; Educational Trends; Literature Reviews; Phonics; Primary Education; *Reading Instruction; Reading Readiness; *Reading Research; Research Utilization; State of the Art Reviews; Theory Practice Relationship; Whole Language Approach
IDENTIFIERS- *Connectionist Theory

Drawing on an array of research on the nature and development of reading proficiency, this book argues that educators need not remain trapped in the phonics versus teaching-for-meaning dilemma and offers instructional alternatives. The book proposes that phonics can work together with the whole language approach to reading and provides an integrated treatment of the knowledge and processes involved in skillful reading, the issues surrounding their acquisition, and the implications for reading instruction. Developing the new connectionist theory as it relates to reading and its acquisition, the book underscores the automatic nature of print perception in skillful readers, while contrasting it with the attentive thought required for conceptual learning and understanding. The book reviews the history of the debate over approaches to reading instruction as well as the research on their effectiveness. The book stresses the importance of preschool language and literacy experiences and includes descriptions of those that will best prepare children for reading instruction. (Forty pages of references are attached.) (RS)

ED 317 996 CS 212 277

Bannister, Linda
Examining Contemporary Women Rhetoricians: Is There a Feminine Rhetoric?
PUB DATE- Mar 90
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cooperation; *Females; Higher Education; *Rhetorical Theory; *Scholarship; Secondary Education; Writing (Composition); Writing Across the Curriculum; *Writing Instruction; *Writing Processes; Writing Research
IDENTIFIERS- Emig (Janet); Flower (Linda); Shaughnessy (Mina); Writing to Learn
Of the many women who have contributed to the making of knowledge in composition, three theorists in particular are excellent representatives of a feminine rhetoric that is changing the rhetorical tradition from hierarchy and authoritative achievement to a relational, collaborative, and integrated process. Mina Shaughnessy is the quintessential practitioner/inquirer--dedicated, intolerant of inequalities in education, and determined to strengthen the marginalized, to let them learn. Her goal is to empower the writer by knowledge through relational and collaborative measures. Her practice led to the theory that teachers and students learn most as equal participants in a dialogic process. Next, Linda Flower is a formalist, basing her research on the construction of a model and on the testing of that model against the system it represents. Flower's rhetoric, with its emphasis on transformation, growth and learning, and its problem-solving approach, contrasts with an androcentric rhetoric's aim to "win" and establish authority. Not insignificant is her considerable involvement in collaboratively conducted and authored research. Finally, Janet Emig has revolutionized composition theory and practice with her focus on writing as a mode of learning. She characterized composition as at a pre-paradigmatic stage and demonstrated that intellectual history is a tacit tradition, founded on multi-disciplinary approaches. Her philosophy of writing is unabashedly human-centered, her rhetoric founded on collaboration and community. Because of these women's contributions, rhetoric now includes relationship, growth, community, and learning as well as achievement, authoritative weight, and victory. (Twenty-five references are attached.) (KEH)

ED 318 040 CS 506 985

Keyton, Joann
Exploring Interpersonal Compatibility in Groups.
PUB DATE- Nov 89
NOTE- 32p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Analysis of Variance; *Attitude Measures; Communication Research; Group Behavior; *Group Dynamics; Higher Education; *Interpersonal Communication; *Interpersonal Relationship; Multiple Regression Analysis; Satisfaction; Sharing Behavior
IDENTIFIERS- Communication Behavior; *Compatibility (Social); *FIRO B Scale; Group Cohesion; Group Data; Schutz (William)
This study investigated William Schutz's three-dimensional theory of interpersonal behavior and compatibility (FIRO) to determine its validity as a group measure of compatibility. Data were collected from 248 students enrolled in a multi-section course in small group communications at a large midwestern university. Subjects self-selected themselves into 47 groups of no less than five and no more than seven and participated in five hours of introductory interaction. After this, they were asked to develop and present two exercises on group communication topics. Several instruments, including the FIRO-B instrument, were administered to the subjects. Results revealed that the methodology of computing group compatibility from equations that measure internal dyadic compatibilities was inefficient and inappropriate. After a reanalysis, findings suggest that even though a specific dyad in a group is compatible, the behavior and interaction of other group members may be an intervening factor causing a compatible dyad to be ineffective in the group context. The complexity of group interaction as well as the competition for attention among the group's many members may keep specific dyadic compatibilities from surfacing. Findings also suggest that defining group compatibility by measuring dyadic compatibility runs contrary to the notion of group synergy--that a group may be more than an additive function of its parts. Continued investigations into methodological issues to determine if compatibility is a useful discriminator in distinguishing effective from ineffective groups appear to be called for. (Eleven tables of data are included; 26 references are attached.) (KEH)

ED 317 708 CE 054 124

Woodbury, Stephen A.
Current Economic Issues in Employee Benefits. Background Paper No. 39.
SPONS. AGENCY- Department of Labor, Washington, DC. Commission on Workforce Quality and Labor Market Efficiency.
PUB DATE- Sep 89
NOTE- 108p.; In "Investing in People: A Strategy to Address America's Workforce Crisis" (CE 054 080).
CONTRACT- 99-9-1997-75-036-04
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Economic Impact; *Employer Employee Relationship; *Fringe Benefits; *Health Care Costs; *Health Insurance; Tax Credits; Tax Deductions; *Taxes; Tax Rates

A multitude of public policy issues currently surround the tax treatment of employee benefits, particularly since the tax-favored status of employer contributions to pensions and health insurance has been blamed for a shrinking tax base that has exacerbated the federal budget deficit, an inefficient and bloated health-care sector, overinsurance by many recipients of employer-provided health insurance, rising health care costs, and a tax system made more regressive because those who receive tax-favored employee benefits tend to be in higher-income households than those who do not. A relatively low cap on health insurance contributions--perhaps at an employer contribution of $1,125 annually--would improve efficiency and has at least five points in its favor: (1) it partially addresses the problems of rising health care, overuse of the system, and an inefficiently large health-care sector; (2) it addresses the concern that the tax base will continue to be eroded as health care costs rise and as employer contributions increase; (3) it would not limit or reduce access to basic health care by currently or potentially insurable workers; (4) it would imply an improvement in the equity of the tax system; and (5) it would not foreclose the option of mandating health insurance benefits. (The document contains 85 references, 11 tables, 1 figure, and appendices that discuss data problems in research on employee benefits and review recent studies of the tax treatment of employee benefits.) (CML)

ED 317 812 CE 054 636

Welsh, Wayne L.
A Review of the State Office of Education's Custom Fit Program (89-03) A Memorandum .
Utah State Office of the Legislative Auditor General, Salt Lake City.
PUB DATE- 31 Jan 89

NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Economic Development; *Inplant Programs; *Labor Force Development; *On the Job Training; State Programs; Vocational Education
IDENTIFIERS- *Customized Job Training Programs; *Utah
Utah's Custom Fit Program (CFP) was reviewed in an attempt to evaluate a complex program. CFP provides funding to train employees of private businesses. In general, classroom training and on-the-job training for up to 500 hours is provided to full-time, entry-level employees of companies creating new jobs in Utah. Little legislative guidance had been provided as the program evolved over the past 10 years. Until recently, policy had not been clearly defined. Although there has been some confusion about program policy and management, the program appeared to have some positive benefits. CFP benefits the state by helping to encourage job growth. State and federal tax money is used to fund training programs tailored to specific businesses. The program gives the governor and his representatives a tool to use when negotiating with companies considering moving to Utah. CFP can be a useful economic development activity if it is well managed. The State Office of Education has recently made progress in improving management of the CFP and should continue to do so. Suggested administrative functions are monitoring of training programs, verification that companies are expanding, supervision during on-the-job training, and program follow-up. (Appendix A lists the uses of CFP funds in Fiscal Year 1989. Appendix B lists the number of trainees by company and institution for small business agreements in Fiscal Year 1988. A final attachment provides the response to the report from the State Superintendent of Public Instruction.) (CML)

ED 317 966 CS 010 014

Clariana, Roy B.
The Teacher Is a Variable in Reading Computer-Based Instruction.
PUB DATE- May 90
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Classroom Environment; *Computer Assisted Instruction; Grade 1; Primary Education; Reading Instruction; *Reading Rate; Reading Research; *Teacher Behavior; *Teaching Styles; *Time on Task
IDENTIFIERS- Computer Related Learning Environments
A study examined the effects of different teacher styles on one variable related to classroom learning production. Subjects, 34 first grade middle- and lower-middle income students in a Catholic school matched by ability and randomly assigned to either an authoritarian, systematic, ordered, and controlling teacher or to a "laissez faire" teacher, were timed as they completed 20 computer-based reading instruction lessons. Results indicated that high-ability students in the less structured classroom were working at a lower rate than their ability would suggest and that this effect was not observed in the highly structured classroom. Findings suggest that teaching style affects the lesson completion rate of elementary students using computer-based lessons. (Three figures and two tables of data are included.) (RS)

ED 318 041 CS 507 069

Nance, Teresa A.
More Than Just Style and Delivery: Recasting Public Speaking Courses for African American Students.
PUB DATE- Nov 89
NOTE- 36p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Black Education; *Black Students; Cultural Awareness; Cultural Context; *Cultural Influences; Cultural Pluralism; Educational Philosophy; Higher Education; Models; *Multicultural Education; *Public Speaking; *Speech Instruction
IDENTIFIERS- Black Communication

Recognizing that too often, African American students in communication courses are confronted with communication principles which to them seem inappropriate, unrealistic, and simply false, this paper analyzes the conceptual foundation of the public speaking course and suggests how it might be made more relevant for African American students. The paper is in four sections. Following an introduction, the first section examines the prevailing educational philosophy currently guiding public speaking courses, identifies the shortcomings of this approach for meeting the needs of the African American student, and offers a more responsive and appropriate philosophic alternative. The second section suggests how a culturally sensitive public speaking course (adaptable to all students of difference) might be developed. The paper then describes an approach to public speaking which engages students in a process of developing speeches within various cultural contexts. And finally, a brief concluding section points out that the unique qualities African American students bring to the classroom should be a great resource to a teacher, to the other students, and to the colege/university; that the differences among students should be celebrated by recognizing them and using them to enhance knowledge of subject areas; and that a true celebration of classroom

differences validates not only the experience of African American students but of any student who perceives herself or himself to be somehow out of step with other members of the class. Twenty-three references are attached. An appendix contains a model for designing culturally sensitive communication courses. (SR)

ED 318 055 CS 507 126

Pisoni, David B.; And Others
Research on Speech Perception. Progress Report No. 9, January 1983-December 1983.
Indiana Univ., Bloomington. Dept. of Psychology.
SPONS. AGENCY- Air Force Systems Command, Washington, D.C.; National Institutes of Health (DHHS), Bethesda, Md.; National Inst. of Mental Health (DHHS), Rockville, MD.; National Science Foundation, Washington, D.C.
PUB DATE- 83
NOTE- 360p.; For other reports in this series, see CS 507 123-129.
CONTRACT- AF-F-33615-83-K-0501
GRANT- BNS-83-05387; MH-24027-07; NS-07134-05; NS-12179-08
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Acoustic Phonetics; Auditory Discrimination; *Auditory Perception; Communication Research; Computer Software Development; Infants; *Language Processing; Language Research; Linguistics; Speech; Speech Synthesizers
IDENTIFIERS- Indiana University Bloomington; *Speech Perception; Speech Research; Theory Development
Summarizing research activities from January 1983 to December 1983, this is the ninth annual report of research on speech perception, analysis and synthesis conducted in the Speech Research Laboratory of the Department of Psychology at Indiana University. The report includes extended manuscripts, short reports, and progress reports. The report contains the following 17 articles: "Contextual Effects on the Consonant/Vowel Ratio in Speech Production" (P. A. Luce and J. Charles-Luce); "Some Effects of Training on the Perception of Synthetic Speech" (E. C. Schwab and others); "Vowel Categorization by Three-Year-Old Children" (C. A. Kubaska and R. N. Aslin); "Effects of Speech Rate and Pitch Contour on the Perception of Synthetic Speech" (L. M. Slowiaczek and H. C. Nusbaum); "Recognition of Speech Spectrograms" (B. G. Greene and others); "Developmental Trends in the Classification and Perceived Similarity of Spoken Syllables" (A. C. Walley and others); "Speech Perception: Some New Directions in Research and Theory" (D. B. Pisoni); "Linguistic Experience and Infant Speech Perceptions: A Re-examination of Eilers, Gavin and Oller (1982)" (P. W. Jusczyk and others); "Contextual Variability and the Problem of Acoustic-Phonetic Invariance in Speech" (D. B. Pisoni); "Converging Approaches Towards Establishing Invariant Acoustic Correlates of Stop Consonants" (D. Kewley-Port); "Identification of Speech Spectrograms: Comparisons of Naive and Trained Observers" (B. G. Greene and others); "Perceptual Evaluation of Synthetic Speech: Some Constraints on the Use of Voice Response Systems" (H. C. Nusbaum and others); "Capacity-Demanding Encoding of Synthetic Speech in Serial-Ordered Recall" (P. A. Luce and D. B. Pisoni); "The Representation of Synthetic Speech in Precategorical Acoustic Storage" (P. A. Luce and D. B. Pisoni); "The Role of Fundamental Frequency and Duration in the Perception of Clause Boundaries: Evidence from a Speeded Verification Task" (P. A. Luce and J. Charles-Luce); "Perception of Synthetic Speech by Children" (B. G. Greene); and "Perceptual Evaluation of Synthetic Speech: Some Considerations of the User/System Interface" (D. B. Pisoni and others). Lists of publications and of laboratory staff, associated faculty and personnel conclude the report. (SR)

ED 318 068 CS 507 140

Palmerton, Patricia R.
Speaking across the Curriculum: The Hamline Experience.
PUB DATE- Mar 90
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Programs; Curriculum Development; Higher Education; Instructional Innovation; Interdisciplinary Approach; *Program Implementation; Skill Development; Speech Communication; Speech Skills; Writing Across the Curriculum
IDENTIFIERS- *Hamline University MN; *Speaking across the Curriculum
The Speaking across the Curriculum (SAC) program at Hamline University in Minnesota is based upon principles similar to those of many Writing across the Curriculum (WAC) programs and is complementary to the WAC program at Hamline. The SAC program requires students to take two speaking intensive courses as well as a freshman seminar in which both discussion and writing are emphasized. The program focuses on process as opposed to product, emphasizes practice and analysis, and expects that oral communication activities will be central to the learning objectives of course content (not just an extra element added on to an already existing course). In the 1989-90 school year the program had 53 speaking intensive courses in 20 major programs. So far, faculty response has been positive, and student response has been very positive. Far more than a process of composition or of articulating ideas in symbolic form, communication in the classroom is a matter of individuals engaged in a communicative interaction affected by such issues as social status, power, dominance issues, normative constraints, and other factors. The failure to recognize the demands upon speakers related to the social implications of their communication creates fundamental problems when trying to understand how speech works in the process of learning. Research in speech and communication has much to offer those who use oral communication processes in their teaching. (Seventeen references

are attached.) (SR)

ED 318 081 EA 021 619

Alexandrov, Diane C.
Teacher Evaluation in an Era of School Reform.
PUB DATE- 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Ladders; *Educational Change; Educational Quality; Elementary Secondary Education; *Evaluation Methods; Job Performance; *Staff Development; *Teacher Evaluation; Teacher Participation; Teacher Supervision
IDENTIFIERS- *Florida; Program for Effective Teaching; South Carolina; *Tennessee
In an effort to update teacher evaluation systems to reflect changing attitudes toward the teaching profession and to focus on staff development, state departments of education and school districts have designed mentor and master teacher programs, career ladders, shared leadership programs, and differentiated evaluation programs. They have also adopted commercial programs such as Madeline Hunter's Program for Effective Teaching (PET). These progressive programs all link their evaluation systems to research on effective practices, provide training for evaluators, hold administrators accountable for implementing effective evaluations, focus staff development programs on evaluation-identified deficiencies, and make teachers active partners in the evalaution process. This report discusses the contributions of three progarms--Tennessee's Career Ladder Program, the Florida Performance Measurement System, and the Hunter PET model--to improving evaluation of teacher performance. Implications and conclusions are discussed. Participative supervision for teachers is essential for improved classroom instruction. More changes are needed to increase teaching professionalism and move educators from isolated positions to more collegial associations. (12 references) (MLH)

ED 318 096 EA 021 704

Cambron-McCabe, Nelda H.
Handicapped.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 89
NOTE- 34p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law 1989. National Organization on Legal Problems in Education, 1989 (EA 021 700), p93-127.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; *Ancillary School Services; Compliance (Legal); *Court Litigation; *Disabilities; Due Process; Educational Responsibility; Elementary Secondary Education; Employer Employee Relationship; *Handicap Discrimination; Lawyers; Legal Costs; Legal Problems; *Legal Responsibility; *School Law; School Responsibility; Special Education; Student Rights
IDENTIFIERS- *Education of the Handicapped Act 1970; Handicapped Childrens Protection Act 1986; Rehabilitation Act 1973 (Section 504)
Litigation of handicapped students' and employees' rights continued at a significant level in 1988. Requests for attorneys' fees under the Handicapped Children's Protection Act was the focus of the greatest number of cases. As in 1987, two major issues were raised in these cases: the availability of fees for administrative hearings and the constitutionality of the retroactive application of the law. Cases are summarized under the following topics: (1) entitlement to services; (2) procedural safeguards; (3) placement; (4) related services; (5) discipline; (6) remedies; (7) federal funding; (8) state law; and (9) discrimination under the Rehabilitation Act, Section 504. (MLF)

ED 318 111 EA 021 749

Cavazos, Lauro F.
Choice in Education. Remarks Made at Education Press Association "Newsmaker" Luncheon (Washington, D.C.).
Department of Education, Washington, DC.
PUB DATE- 19 May 89
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; *Educational Change; Educational Improvement; Elementary Secondary Education; *Excellence in Education; Federal Programs; Magnet Schools; Participative Decision Making; *School Choice; School Demography; *School Effectiveness; Student Needs
IDENTIFIERS- *Educational Restructuring
To overcome the education deficit, the United States must first have a national commitment to excellence in education and, second, must restructure elementary and secondary education. The provision of choice in education is the cornerstone to restructuring education in this country. Opportunities offered by choice have benefited students at the Jose Feliciano School for the Performing Arts in East Harlem, New York. Minnesota has been putting the nation's most ambitious statewide choice program in effect since 1985. Iowa and Arkansas have enacted open enrollment legislation, and it is reported that 21 states are considering choice programs. According to Charles Glenn, civil rights director, Massachusetts Department of Education, choice can promote equity" by creating conditions that encourage schools to become more effective...by allowing schools to specialize and thus to meet the needs of some students very well rather than all students at a level of minimum adequacy, and...by increasing the influence of parents over the education of their children in a way which is largely conflict free." Choices at the postsecondary level of education in the United States have helped to produce the highest caliber educational system. The same approach can promote progress and success for our elementary and secondary schools. In order to provide momentum in the national effort on choice in education,

several federal initiatives are announced along with four publications that concentrate on the theory and practice of choice. Finally, a 3-year evaluation to be conducted of the impact of Minnesota's open-enrollment choice program is announced. (MLF)

ED 318 124 EA 021 817

Chaney, Bradford; Farris, Elizabeth
Use of Educational Research and Development Resources by Public School Districts: Contractor Report. Survey Report.
Westat, Inc., Rockville, MD.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-084
PUB DATE- Mar 90
NOTE- 57p.; Data Series: FRSS-34.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Federal Aid; Federal Government; *Federal Programs; Government Publications; *Information Utilization; Knowledge Level; National Programs; *Public Schools; *Research and Development; Resource Allocation; *School Districts; Tables (Data); Theory Practice Relationship
IDENTIFIERS- Department of Education; ERIC; *Office of Educational Research and Improvement; Regional Educational Laboratories
Public school districts vary widely in the extent to which they are aware of, receive, and use research and development (R&D) resources produced by four major programs within the U.S. Department of Education's Office of Educational Research and Improvement (OERI). A 95 percent response rate to a survey sent to a probability sample of 1,093 public school districts concerning their receipt and use of R&D resources revealed that 82 percent recognized ERIC Clearinghouses; 72 percent recognized Regional Educational Laboratories; 65 percent recognized National Diffusion Network (NDN) State Facilitators; and 64 percent recognized National Research and Development Centers. The study is intended to determine the receipt and use by public school districts of R&D resources from OERI-funded programs and other sources, and to learn about school districts' future needs for R&D resources in various areas of education. Included with the text are 9 figures and 13 tables. The cover letter and survey form are appended. (MLF)

ED 318 138 EC 230 089

Rovet, Joanne F.; And Others
Cognitive Function in Individuals with Atypical Pubertal Development.
Hospital for Sick Children, Toronto (Ontario).
SPONS. AGENCY- Ontario Mental Health Foundation, Toronto
PUB DATE- 86
NOTE- 64p.; Portions presetned at the Annual Conference of the Society for Research in Child Development (Toronto, Ontario, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Body Height; *Brain Hemisphere Functions; *Cognitive Ability; Elementary Secondary Education; Females; Foreign Countries; Individual Development; Males; *Maturity (Individuals); *Neurological Impairments; *Physical Development; Preadolescents; Psychological Characteristics; *Spatial Ability; Visual Literacy
IDENTIFIERS- Hormones; *Puberty

A study of 55 growth-disturbed children, aged 8-17, was conducted to assess how rate of physical maturation and pubertal development influences cognitive and neuropsychological functioning. The sample included 27 boys with short stature and delayed pubertal development (SSB), 15 girls with delayed puberty (DPG), and 13 girls with precocious puberty (PPG). Results demonstrated a clear maturation rate effect, which reflected primarily the timing of puberty. SSB and DPG outperformed PPG on spatial tasks, while PPG outperformed SSB and DPG on verbal tasks. SSB were also more strongly lateralized than PPG on tasks of hemispheric specialization, especially those tapping right hemisphere functioning. Results for experimental cognitive tasks showed that SSB encoded visual stimuli faster than other groups, but had more difficulty comprehending complex visual information and naming objects and had smaller memory span sizes. Regression analyses predicting performance from biomaturational variables indicated that rate of pubertal development was the primary predictor of intellectual functioning and hemispheric lateralization; advanced puberty correlated positively with verbal ability and negatively with left hemisphere specialization and spatial ability. Hormonal levels which were correlated with aspects of cognitive functioning indicated that the development of different abilities may be under the control of different hormonal systems. (60 references) (Author/JDD)

ED 318 153 EC 230 555

Schnetter, Vicki A., Ed.
Manual for Special Education Nurses.
Iowa State Dept. of Education, Des Moines. Div. of Instructional Services.
PUB DATE- 86
NOTE- 249p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Abuse; Clinical Diagnosis; Communicable Diseases; *Disabilities; Elementary Secondary Education; Immunization Programs; *Physical Health; *School Health Services; *School Nurses; Screening Tests; Special Education; *Staff Role
IDENTIFIERS- Iowa
This manual aims (1) to provide a standard, well-referenced resource for Iowa special education nurses and (2) to provide direction and continuity for health services to pupils with special needs. The first chapter provides an overview of the special education nurse's role, including philosophy, definitions of assignments, levels of service, and nurse's sample monthly reports on pupils. Subsequent chapters cover immunizations; handicapping conditions; high incidence health problems such as constipation, dehydration, colds, and otitis media; screening and health assessment; specialized physical health care such as emergency care, postural drainage, intermittent catheterization, and tube feeding; medications; control of communicable diseases; and child abuse. Lists of resource organizations, audiovisual materials, and over 100 references are included. (PB)

ED 318 168 EC 230 570

Hiddleson, Kimberly J.; Schum, Robert L.
Parent-Child Interaction with Hearing-Impaired Children and Normal Hearing Children.
PUB DATE- Nov 89
NOTE- 38p.; Paper presented at the Annual Conference of the American Speech-Language-Hearing Association (St. Louis, MO, November 17-20, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Hearing Impairments; Interaction; *Language Acquisition; *Nonverbal Communication; Parent Attitudes; *Parent Child Relationship; Sign Language; *Verbal Communication
The study assessed parent-child interactions of five normal hearing children and five hearing-impaired children, aged 3-5. The mothers and fathers were administered the Mother-Child Relationship Evaluation (MCRE) to evaluate parental attitudes. Each parent and child participated in a 10-minute interactive play activity. The child's language level was estimated by the Peabody Picture Vocabulary Test-Revised. No significant differences were found between the mothers' and the fathers' attitudes. No significant differences were found between parents of normal hearing children and parents of hearing-impaired children on any of the four attitude scales of the MCRE. However, a significant difference was found between the two groups of children in terms of estimated language level, with hearing-impaired children being less advanced. Results also showed that parents of normal hearing children used more verbal communication which was longer and more sophisticated, while parents of hearing-impaired children used more nonverbal communication. However, only 30% of the nonverbal communication was in the form of sign language, the mode of communication necessary for the hearing-impaired children. Includes 20 references. (Author/JDD)

ED 318 183 EC 230 588

Garber, Howard L.
The Milwaukee Project: Preventing Mental Retardation in Children At Risk.
SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
REPORT NO.- ISBN-0-940898-16-0
PUB DATE- 88
NOTE- 451p.
GRANT- G008300148
AVAILABLE FROM- American Association on Mental Retardation, 1719 Kalorama Rd., N.W., Washington, DC 20009 ($40.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *At Risk Persons; *Cognitive Development; Disadvantaged; Disadvantaged Environment; *Early Intervention; Elementary Secondary Education; *Family Influence; Followup Studies; Intervention; Language Acquisition; *Mental Retardation; Mothers; Parent Child Relationship; Parent Role; Preschool Education; *Prevention

This study examines effectiveness of preschool and family intervention in prevention of cultural-familial retardation. It attempts to resolve part of the complex of influences on early intellectual development in those born into seriously disadvantaged environments that could account for the increased risk for certain children to be identified as mentally retarded. Development of 17 subjects from infancy through age 15 is charted in terms of intellectual and related measurements, alongside 18 controls. Chapters include "Introduction to the Problem"; "The Course of Early Intellectual Development"; "Design and Method"; "Assessment of Intellectual Development"; "Learning and Performance"; "Assessment of Language Development"; "Mother-Child Interaction"; "Follow-up Assessment of Development"; "Analysis of the Children's Performance in School"; "Family Risk and Child's Intellectual Development"; "The Children and Their Families"; and an epilogue discussing the role of maternal mediation and methodological factors. (PB)

ED 318 197 EC 230 827

Cohen, Libby G.; Spenciner, Loraine J.
Integrating Software into the Curriculum: A Statewide Study.
SPONS. AGENCY- Maine State Dept. of Educational and Cultural Services, Augusta. Div. of Special Education.
PUB DATE- Aug 89
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Assistive Devices (for Disabled); Computer Assisted Instruction; *Computer Software; *Computer Uses in Education; Courseware; *Disabilities; Elementary Secondary Education; Input Output Devices; Mathematics Instruction; Questionnaires; Reading Instruction; *Special Education; State Surveys; Teacher Background
IDENTIFIERS- Maine
This study reports the results of a questionnaire mailed to 700 teachers probing uses of computer software in Maine special education programs. Findings based on a 54 percent response (N=381) indicate no significant differences in educational level, previous training, gender, years of experience, or age between computer users and non-users. Impediments to using computers and activities helpful in using computers were also analyzed. There was very little use of computers in areas other than reading and mathematics, and students were not found to regularly use available computers to work on instructional activities. Computers were generally used in special classrooms and resource rooms, rather than being integrated into regular classroom activities. Many students requiring unavailable interface equipment aside from the standard keyboard were unable to use computers. Appendices contain the questionnaire and a list of teacher-preferred software in several curriculum areas. Includes 18 references. (PB)

ED 318 212 FL 017 770

McConnell, Grant D.; Gendron, Jean-Denis
Dimensions et measure de la vitalite linguistique (Dimensions and Measurement of Linguistic Vitality). Volume 1. Publication G-9.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ISBN-2-89219-190-4
PUB DATE- 88
NOTE- 174p.
LANGUAGE- French
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Oriented Programs; Demography; Foreign Countries; *Language Research; *Language Role; *Linguistic Theory; Research Methodology; Statistical Analysis; Uncommonly Taught Languages; Written Language
IDENTIFIERS- *India
The first volume of a study of the vitality of written Indian languages explains a computerized system for rating vitality and tests certain demographic variables, with statistical analysis, to determine their influence on the vitality rating. An introductory section examines the concept of linguistic vitality and issues of its measurement. The first part of the main report describes the history of the project to inventory written Indian languages and the development of the computerized system for it. In this section, the eight domains of language use considered in the measurement of vitality are explained: religion, school, mass media, administration, courts, legislature, manufacturing industry, and sales and service enterprises. Technical aspects of the study are also detailed. The second part of the report outlines the statistical analyses used for the project and explains how the statistical models were chosen. Appended materials include: a list of the languages studied; a list of regions of India; a computer printout of a sample completed questionnaire; written, oral, and global ratings of vitality for each language domain in each locality for one language; and a printout of the data used for regression calculations. (MSE)

ED 318 226 FL 018 297

Stansfield, Charles W.
Language Aptitude Reconsidered. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-FL-89-05
PUB DATE- Dec 89
NOTE- 4p.
CONTRACT- RI88062010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Aptitude; *Aptitude Tests; *Cognitive Processes; Research Needs; *Second Language Learning; Standardized Tests; *Test Use
IDENTIFIERS- *ERIC Digests
Foreign language aptitude was the subject of much research in the 1950s and has been the subject of intermittent research for the last 30 years. Aptitude is measured by the amount of time it takes an individual to learn. Foreign language aptitude appears to differ from general aptitude or intelligence. One theory states that foreign language aptitude consists of four cognitive abilities: (1) phonetic coding, or the ability to segment and identify distinct sounds, form associations between the sounds and their symbols, and retain these associations; (2) grammatical sensitivity, or the ability to recognize the grammatical function of words or other linguistic structures in sentences; (3) rote learning ability in foreign language situations; and (4) inductive language learning ability, or the ability to infer the rules governing language use. Several tests of foreign language ability are in use today for a variety of purposes in government and education. Concerns about the age of currently used language aptitude tests and the need to incorporate new knowledge of aptitude into test design suggest a need for research, test development, and data collection and analysis. The concept of language aptitude may need to be expanded and refined. (MSE)

ED 318 240 FL 018 456

Berney, Tomi D.; Rosenberg, Jan
Summer Institute for Career Exploration (ICE), 1988. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Jun 89
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Career Exploration; *English (Second Language); Federal Programs; High Schools; *Immigrants; Internship Programs; *Limited English Speaking; Literacy Education; Parent Participation; Program Evaluation; School Counseling; Second Language Instruction; Social Services; Student Adjustment; Summer Programs; Urban Education
IDENTIFIERS- New York City Board of Education
In its fourth year, the English-as-a-Second-Language (ESL) component of the Summer Institute for Career Exploration (ICE) program was funded by the federal government's Emergency Immigrant Education Assistance program. Program goals were to help recent immigrants develop English language skills, introduce students to high school requirements and expectations, and familiarize them with the world of work. The program also helped parents develop English skills at parent literacy centers. About 1,250 students from 20 countries participated, including newly-arrived immigrants and limited-English-proficient (LEP) students already enrolled in high school bilingual or ESL programs. Thirty of 34 participating schools had an ESL component consisting of a classroom-based curriculum in July and a choice of a 2-week cultural program or 4-week internship in August. Students received credit if they took the Occupational Education examination administered to all participants and successfully completed the program. Few LEP students took the exam and a small proportion passed. Program weaknesses include tying the ESL curriculum to an occupational education course, isolating cultural experiences in a separate, optional unit, lengthy student preparation for the program, and inadequately trained teachers. Strengths include staff commitment and staff development resources. A variety of recommendations for

improvement are made. (MSE)

ED 318 255 FL 018 508

Savignon, Sandra J.
Language Teachers and Bilingual Education: Are We Helping or Hurting?
PUB DATE- 21 Oct 77
NOTE- 15p.; In: Dimension: Languages 77. Proceedings of the Southern Conference on Language Teaching (Orlando, FL, October 1977).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; *Bilingualism; Cultural Pluralism; *Educational Objectives; Interdisciplinary Approach; *Interprofessional Relationship; *Language Teachers; Second Language Instruction; *Teacher Role
In this document a discussion of the relationship between foreign language education and bilingual education addresses four questions. In response to the first, "Has foreign language education been supportive of bilingual education?", the proposed answer is that it has not, despite attempts to link the two to justify the existence of foreign language programs. Nonetheless, it is proposed that the survival of both foreign language and bilingual education depends on the encouragement of diversity. The answer to the second question, "Do foreign language teachers consider that they are preparing bilinguals?", is that this is not usually the case because bilingualism is thought of as unattainable. It is suggested that bilingualism should be considered a process rather than a goal. The third question, "How many language teachers consider themselves to be bilingual or bicultural?", is seen as answerable only by individual teachers. Teachers are encouraged to examine how many occasions for interaction in the foreign language they teach they have found in recent years, or how native-speaking language teachers can maintain their differences from the dominant American culture. Finally, in answer to "Is bilingual education affecting foreign language education?", it is concluded that only time will tell how beneficial the relationship is. (MSE)

ED 318 270 FL 018 523

Marshall, Gene; And Others
International Cultural Experience Day: A Festival for Foreign Language Students.
PUB DATE- 83
NOTE- 9p.; In: Dimension: Languages 83. Proceedings of the Southern Conference on Language Teaching (19th, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Cultural Activities; *Cultural Pluralism; Elementary Secondary Education; Higher Education; Interprofessional Relationship; *Language Teachers; Second Language Instruction; Second Language Learning; Teacher Role
IDENTIFIERS- Calcasieu Parish School System LA; McNeese State University LA
An annual foreign language festival established by McNeese State University and the Calcasieu Parish School System (Louisiana) was designed to motivate students, inform them of employment opportunities, help them understand their own and other heritages, and illustrate the international and intercultural opportunities and challenges of the modern world. International Cultural Experience Day (ICE) is held in conjunction with a regional annual international week offering recreational, educational, promotional, industrial, cultural, and culinary activities. A spirit of camaraderie and solidarity has developed among the college and school language teachers involved. Planning has been incorporated into the recently-formed foreign language teachers' association. The event brings together students and teachers from different educational levels and groups from the community. Young and older guest speakers address the ICE Day audience on the university campus, focusing on language-related issues. Entertainment consists of game demonstrations, group singing, a scavenger hunt organized by language, international exhibits, and international food offered at the cafeteria. The event has become important in promoting foreign language and culture study. (MSE)

ED 318 284 FL 800 083

Frazier, Connie; Freer, Carol
English as a Second Language Workplace Program: An ISBE 353 Special Project Grant 1989. Final Project Report, July 1, 1988-June 30, 1989.
Rock Valley Coll., Rockford, Ill.
SPONS. AGENCY- Department of Education, Washington, DC.; Illinois State Board of Education, Springfield.
PUB DATE- Jul 89
NOTE- 64p.; For a related document, see FL 800 002.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *English (Second Language); Grants; Higher Education; Immigrants; *Inplant Programs; *Labor Education; *Literacy Education; Program Descriptions; Program Evaluation; *Second Language Programs; Student Recruitment; Tutorial Programs
IDENTIFIERS- 310 Project; *Rock Valley College IL; *Workplace Literacy
From August 1988 to June 1989, Rock Valley college, in cooperation with a local literacy council and the English Language Study Center, administered a project whose goal was to recruit, provide tutoring to, and provide English-as-a-Second-Language classes to employees at their place of employment. The project functioned well, with each partner carrying out the stated objectives. During the year, the program negotiated with the management of 13 companies, tested 96 employees, and produced 78 enrollments in two Illinois counties. All tuition, classroom space, and texts and materials were provided by the business sector. Five additional employees participated in workplace immigrant amnesty programs through a state legalization impact assistance grant. This report outlines the project's specific objectives, describes the situation of each participating company, makes general observations of interest to others administering workplace programs, and draws conclusions about the nature and value of such efforts. A variety of assessment, administrative, and instructional materials from the program are appended. Four instructional units are included in these materials. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 299 FL 800 116

Balliro, Lenore
WorkBook for WorkPlays: You and Your Rights on the Job.
Southeastern Massachusetts Univ., North Dartmouth. Arnold M. Dubin Labor Education Center.
PUB DATE- 88
NOTE- 125p.
AVAILABLE FROM- Labor Education Center, Southeastern Massachusetts University, North Dartmouth, MA 02747 (price varies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Civil Liberties; *Compensation (Remuneration); *English (Second Language); Equal Opportunities (Jobs); Health; Instructional Materials; Labor Education; *Literacy Education; *Safety; *Unions
IDENTIFIERS- *Workplace Literacy

This workbook accompanies a videotape (available from the same source) developed as part of a workplace English-as-a-Second-Language (ESL) literacy project. The project was an effort to integrate workplace rights and union issues into a literacy curriculum, and is intended primarily for intermediate to advanced ESL students. The curriculum consists of five units: (1) safety and health, (2) workers' compensation, (3) discrimination, (4) unions, and (5) workplace rights. In each unit, workplace issues are represented in the form of two or three short skits, each presenting a specific issue. The skits are transcribed in the workbook and accompanied by preparatory exercises, structured language activities, and guided questions that encourage students to move from the descriptive to an interpretive level. Because students may need additional facts to inform their responses at the interpretive level, a fact sheet for each unit is appended. An attempt is made to integrate listening, speaking, reading, and writing based on but not limited to the context of the issue. An introductory section in the workbook provides suggestions for use and adaptation of both the videotape and workbook. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 314 HE 023 302

A Report on Student Financial Aid at Degree-Granting Postsecondary Institutions in New York State: 1985-86 to 1987-88.
New York State Education Dept., Albany. Office of Postsecondary Policy Analysis.
PUB DATE- Oct 88
NOTE- 155p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Enrollment Trends; Full Time Equivalency; *Grants; Higher Education; Postsecondary Education; Private Colleges; Proprietary Schools; State Surveys; State Universities; *Student Costs; *Student Financial Aid; *Student Loan Programs; Trend Analysis
IDENTIFIERS- *New York

Based on data provided by postsecondary institutions, the Higher Education Services Corporation, and units of the State Education Department, this report shows trends in financial aid from state (New York), federal, institutional, and private sources for academic years 1985-86, 1986-87, and 1987-88. The first section provides an overview of all student aid funds on a statewide basis. It presents trends in total funds available to all students; examines trends in aid per student, using full-time equivalent students (FTE) as a measure of enrollment; and compares aid trends to changes in undergraduate expenses, other economic indicators and enrollment trends. The following section contains detailed tables showing funds and recipients for specific aid programs, with separate tables for pre- and post-baccalaureate students in each sector and at each type of institution within sectors. The appendices to the report contain a glossary of terms; a description of student aid data sources and data adjustments; and a list of institutions included in each sector and type category used in this report. Findings indicated that during this period total aid per FTE did not increase as rapidly as either tuition or total expenses in any sector except proprietary institutions. (DB)

ED 318 329 HE 023 385

Gamson, Zelda F.
Higher Education and the Real World: The Story of CAEL.
REPORT NO.- ISBN-0-89341-587-1
PUB DATE- 89
NOTE- 290p.
AVAILABLE FROM- Longwood Academic, Longwood Publishing Group, Wolfeboro, NH 03894-2069 ($14.95 paperback; ISBN-0-89341-586-3, $25.00 hardcover).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- *Adult Education; *Educational History; *Educational Methods; Educational Objectives; *Experiential Learning; *Higher Education; Nontraditional Education; *Organizational Change; Program Development; Social Change; Social Influences
IDENTIFIERS- Cooperative Assessment of Experiential Learning; *Council for Adult and Experiential Learning; Council for Advancement of Experiential Learning

The history of CAEL under its various names (Cooperative Assessment of Experiential Learning (1974-77), Council for the Advancement of Experiential Learning (1977-84), and Council for Adult and Experiential Learning (1985-present) is documented. Chapter One analyzes the context in which CAEL was founded, looking at nontraditional education in the 1960s. Chapter Two recounts the formation of the first CAEL project with the Educational Testing Service. Chapter Three turns to CAEL's first 3 years as an independent organization, the projects carried out with a grant from the W. K. Kellogg Foundation, and its development of a regional system. CAEL's third phase, described in Chapter Four, focuses on CAEL's maturing as an organization and its ambitions to create a national network of adult learner services which would transform the learning system. Chapter Five looks at the ways in which CAEL defined its agenda, mobilized for action, developed an organizational structure, and engaged in efforts to change higher education. Over 150 references are included. Appendices list institutions participating in CAEL I projects, CAEL publications, biennial membership and assembly information, and institutions participating in the Institutional Development Program. (JDD)

ED 318 344 HE 023 420

Van Blerkom, Malcolm L.
Class Attendance in Undergraduate Classes: Why and When Do Students Miss Classes?
PUB DATE- Apr 90
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attendance; *Attendance Patterns; Higher Education; Psychology; *Self Efficacy; State Universities; Theories; Trend Analysis; *Undergraduate Students
The first part of this study examined class attendance of 959 students in 17 sections of undergraduate psychology classes. It was found that class attendance decreased from the beginning to the end of the semester. An investigation of 117 of the students found that attendance displayed moderate correlations with course grades. Students missed class most frequently because of the time needed to complete other course work, because the class was boring, because of illness, and because classes interfered with students' social life. Self-efficacy theory is proposed as an approach to explain attendance behavior. Includes eight references. (JDD)

ED 318 358 HE 023 434

Age Group and Sex of Students, Fall 1988. Report No. 8-89.
State Univ. of New York, Albany. Central Staff Office of Institutional Research.
PUB DATE- Aug 89
NOTE- 644p.; The map and the chronological chart will not reproduce well due to small print.
AVAILABLE FROM- Central Staff Office of Institutional Research, State Univ. of New York, Albany, NY 12246.
LANGUAGE- English
EDRS Price - MF03/PC26 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- *Age Groups; College Students; *Enrollment; Enrollment Trends; Full Time Students; Graduate Study; Higher Education; Part Time Students; *School Demography; *Sex; State Universities; *Student Characteristics; Undergraduate Study
IDENTIFIERS- *State University of New York

This 15th annual report on characteristics of college students at the State University of New York (SUNY) describes students by age group, sex, level (undergraduate/graduate), and load (full-time/part-time). The main body of the report is divided into five sections: (1) data for the entire SUNY system as well as each institution and institutional type; (2) headcount and percentage arrays of students by age group for each institution and institution type, with tables for undergraduates, graduates, and first-time students by load; (3) summarized historical trend data on all students from Fall 1982 through Fall 1988; (4) age and sex trend by level and load indexed to Fall 1982; and (5) change and percent of change in the age and sex trends by level and load from Fall 1983. The final section contains a map locating the institutions of SUNY, a chronology of establishment dates for institutions of SUNY, and a list of publications of the Central Staff Office of Institutional Research. (JDD)

ED 318 372 HE 023 453

Whittaker, David
Higher Education and Societal Change: The Vanguard Personality Syndrome of University Students.
PUB DATE- 88
NOTE- 12p.; Paper presented at the Pacific Region Association for Higher Education Conference (Seoul, Korea, 1988).
AVAILABLE FROM- David Whittaker, The University of British Columbia, Faculty of Education, 2125 Main Mall, University Campus, Vancouver, British Columbia, Canada V6T 1Z5.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Students; Educational Change; *Educational Responsibility; Higher Education; *Psychological Testing; Social Action; *Social Change; Social Psychology; *Student Behavior; *Student Evaluation; Student Subcultures
Higher education and its impact during times of societal changes is addressed within the context of studying student behavior and the institution's adaptation to new social issues. To help do this, an institution of higher education needs an assessment of the socio-psychological makeup of university students, their personalities, their longitudinal change and development during their university years, their value systems, and their subcultures, within the context of societal changes. The Omnibus Personality Inventory (OPI) results in a profile on 14 scales, all within the realm of normality, and is useful for psychologically describing individuals and subgroups in terms of attitudes, values, and interests particularly relevant to the socio-psychological and intellectual ego-functioning of university students. Six studies have used the OPI to analyze different youth subgroups involved in social changes of the past. Higher education is often the intermediary, the go-between, during times of social change when value systems are coming into question. How higher education addresses these issues can effect the future direction of social systems, society itself, and even internationalism. If higher education cannot encourage and accommodate innovation, this inability inevitably will lead to stagnant conditions on and off the campus. Contains 15 references. (GLR)

ED 318 387 HE 023 493

Kay, John
Investing in the Future: The Need for More Graduate-Educated Scientists and Engineers.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- 90
NOTE- 14p.
AVAILABLE FROM- Southern Regional Education Board, 592 Tenth St., N.W., Atlanta, GA 30318-5790 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Demand Occupations; Doctoral Degrees; Employment Projections; *Engineering; Futures (of Society); Graduate Study; Higher Education; *Natural Sciences; *Personnel Needs; *Recruitment; Student Financial Aid; *Supply and Demand
Shortfalls in the number of doctoral-level natural scientists and engineers are expected to grow rapidly by the year 2000. Tables show the number of master's and doctoral degrees awarded in engineering, mathematics, physical sciences, and computer and information sciences in 1980 and 1985 by public universities in the United States, in the southern region, and in 15 individual southern states. Factors contributing to the shortfalls in the southern region are outlined, such as limited incentives in luring young scientists and engineers into graduate work, mobility of graduate degree-holding scientists and engineers, and growing demand. Efforts to encourage more people to seek graduate degrees in these fields focus on industry-based programs, special financial aid programs, improving student achievement in these fields in the earlier grades, and building students' confidence in their abilities. A 21-item bibliography concludes the paper. (JDD)

ED 318 402 IR 014 306

Dibbern, Chris
Developments in State Regulatory Reform. The Experience in Nebraska. Plenary Session .
PUB DATE- Oct 89
NOTE- 5p.; Paper presented at the Annual Telecommunications Policy Research Conference (17th, Airlie House, Warrenton, VA, October 1-3, 1989). For other papers of this conference, see IR 014 305-322.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Policy Formation; *State Legislation; *Telecommunications; *Telephone Communications Systems
IDENTIFIERS- *Nebraska; *Regulatory Agencies
This paper presented during the plenary session of the 1989 Telecommunications Policy Research Conference discusses developments in regulatory reform in Nebraska. A review of the current state of the Nebraska telecommunications regulatory environment is followed by a discussion of the deregulation bill (LB 835) and the latest Nebraska Supreme Court decision regarding deregulation. The paper concludes by considering the future of deregulation in Nebraska. (GL)

ED 318 417 IR 014 321

Anderson, Keith B.; Woodbury, John R.
Government Ownership Restrictions and Efficiency: The Case of the FCC's Dupoply Rule.
PUB DATE- Oct 89
NOTE- 35p.; Paper presented at the Annual Telecommunications Policy Research Conference (17th, Airlie House, Warrenton, VA, October 1-3, 1989). For other papers of this conference, see IR 014 305-322.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; *Efficiency; *Federal Regulation; *Policy Formation; *Radio; *Telecommunications
IDENTIFIERS- *Broadcast Economics; Federal Communications Commission; Regulatory Agencies
Recently the Federal Communications Commission (FCC) has been considering modifications to its regulations governing local and national media ownership and has indicated more interest in the efficiency consequences of the regulations, including those that might arise from common ownership of multiple radio stations. This paper seeks to determine whether efficiencies would likely be realized if the FCC relaxed its prohibition of multiple ownership of the same kind of media outlet in a single market. The empirical bases for this investigation are the AM-FM radio combinations permitted by the FCC. The primary focus is a comparison of the prices paid for stations sold as combinations with the prices paid for stations sold as independent stations. The results are consistent with the existence of efficiencies in joint ownership of multiple stations in the same local market and provide support for the relaxation or repeal of the current FCC restriction on such joint ownership. AM-FM combinations command a price premium over the sum of the prices that would be realized if the stations were sold and operated separately, suggesting that combinations are more efficient. In addition, the number of AM-FM combinations have increased over time, again supporting the hypothesis of greater efficiency for combinations. (23 references) (GL)

ED 318 431 IR 014 335

Distance Education for Elementary/Secondary Schools in Wisconsin. A Report Issued by the Council on Instructional Telecommunications to the State Superintendent of Public Instruction. Bulletin No. 9362.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Feb 89
NOTE- 37p.
AVAILABLE FROM- Wisconsin Department of Public Instruction, Division of Library Services, 125 South Webster Street, PO Box 7841, Madison, WI 53707-7841.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Policy; Curriculum Design; *Distance Education; Educational Innovation; Educational Strategies; *Educational Technology; Elementary Secondary Education; *Instructional Development; Program Development; *Statewide Planning; Telecommunications
IDENTIFIERS- *Wisconsin

A study was conducted to explore the concept of distance education as it pertains to elementary and secondary education in Wisconsin and to make recommendations to the Wisconsin Superintendent of Public Instruction regarding its use. Four major problem areas are identified and recommendations are provided in this report. Problems related to statewide planning include the lack of awareness of local school boards, administrators, and educators about the available range of educational technology for delivering instruction; a lack of cohesion among agency missions; and inadequate state resources. Difficulties relating to teacher certification and supervision include concerns that the required teaching license may limit the number and variety of courses offered to students, and that increased distance education may decrease supervision possible by the local district. Issues linked to administration and management include a need to improve and introduce management skills if distance programs are to succeed; an overall increase in administrative duties and responsibilities; the expansion of cooperative planning with other school districts; and oversight of teachers for evaluation purposes. Challenges posed by aspects of instruction encompass: (1) a probable need for teachers to adapt their teaching techniques in order to achieve instructional effectiveness; and (2) the question of how to maintain necessary personal contact with students. Appendixes list the 20 standards compiled as a result of the study and the contents of the statutes related to teacher certification. (SD)

ED 318 082 EA 021 625

Bhagat, Devendra; Williams, David D.
Cultural Context and Development of Partnership.
PUB DATE- Oct 87
NOTE- 7p.; In: Proceedings of the Human Factors Society Annual Meeting, Volume 1: Rising to New Eights with Technology (31st, New York, NY, October 19-23, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; *Authoritarianism; *College School Cooperation; Cultural Awareness; *Cultural Influences; Educational Change; Elementary Secondary Education; Higher Education; Organizational Change; *Organizational Climate; *Organizational Development; Participation; Public Schools; School Districts; *Social Networks; Teacher Education
IDENTIFIERS- *Brigham Young University UT; Partnerships in Education
A university-public school partnership analysis reveals how the cultural context associated with existing institutions can both facilitate and impede the emergence of a new culture that those institutions attempt to create and often involves entire cultural reforms and organizational conversion. Brigham Young University and five surrounding school districts formed a partnership with the following objectives: (1) improve teacher and school administrator preparation programs; (2) use research findings in teaching and learning in the schools; (3) attract better qualified persons to the teaching profession; and (4) encourage collaborative inquiry by school and university personnel. Benevolent authoritarianism gave the formal partnership a structure; the informal cooperative networks have provided the spirit of collaboration. Two examples illustrate how conflicts between the host culture (authoritarianism and networks) and the ideals of the new culture could prevent progress if the organizational conversion process does not continue. (MLF)

ED 318 097 EA 021 705

Evans, William J., Jr.
Torts
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 89
NOTE- 28p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law 1989. National Organization on Legal Problems in Education, 1989 (EA 021 700), p128-54.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- Compliance (Legal); Constitutional Law; *Court Litigation; Educational Malpractice; Elementary Secondary Education; Employer Employee Relationship; Insurance; *Legal Problems; *Legal Responsibility; *School Law; School Personnel; School Responsibility; *Torts; Workers Compensation
This chapter examines cases reported during 1988 that involved tort claims within the school context. A tort is a civil wrong, other than breach of contract, for which a court provides relief in the form of damages. Negligence is the most common tort alleged to have been committed by school personnel. In the area of products liability, the largest area of litigation continues to involve costs related to asbestos removal. Tort cases discussed in this chapter are organized under the following sections: (1) negligence; (2) educational malpractice; (3) negligence defenses; (4) liability insurance; (5) attorney fees; (6) employee injuries, workers' compensation; (7) defamation; (8) tortious interference with a contract; (9) products liability; (10) construction contracts; and (11) constitutional torts. (MLF)

ED 318 125 EA 021 818

Gamoran, Adam
Instructional Organization and Educational Equity.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 34p.
GRANT- G008690007
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ability Grouping; *Access to Education; College Bound Students; Cooperative Learning; Educational Objectives; Elementary Secondary Education; *Equal Education; Individualized Instruction; *Instructional Effectiveness; Instructional Improvement; *Instructional Program Divisions; Low Achievement; Outcomes of Education; *Track System (Education); Values

Research on school effects has shown that differences within schools have more influence on educational outcomes than do differences between schools. This chapter explores the implications for educational equity of ability grouping. Concerns about equity are organized by placing them in the context of the meaning of educational equity that implies equality of results across population subgroups, and equality of access with respect to the population as a whole. Research on the effects of grouping and tracking reveals that ability grouping in particular seems to affect equity. At the elementary school level, it leads to greater inequality of results, but may occur in concert with higher achievement at all ranks. In secondary schools ability grouping seems to have the most severe consequences for inequality. Future research might evaluate the likelihood of effective instruction in low-track classes along with the prospects for maintaining high achievement for the strongest students with the use of cooperative learning in heterogeneous classes. (73 references) (MLF)

ED 318 154 EC 230 556

Iowa Guidelines for Educationally Related Physical and Occupational Therapy Services.
Iowa State Dept. of Education, Des Moines. Div. of Instructional Services.
PUB DATE- 88
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administration; Delivery Systems; Elementary Secondary Education; Federal Legislation; Federal Regulation; *Occupational Therapy; *Physical Disabilities; *Physical Therapy; *State Legislation; *State Standards
IDENTIFIERS- *Iowa

This document provides general background information and interprets state and federal rules as they apply to occupational and physical therapy in educational settings. Iowa state definitions of occupational and physical therapy, the roles of the physical therapist and occupational therapist, and the role of paraprofessionals are described. A chapter on service delivery covers the multidisciplinary team, identification of pupils warranting evaluation, development of the individualized education program, service models, and exit criteria. The last chapter focuses on administrative considerations, such as scheduling and caseloads, supervision and evaluation, and liability. Includes eight references. (PB)

ED 318 169 EC 230 571

Burroughs, Jill A.; And Others
The Acquisition of Contrasting Symbol Systems by Language Delayed Children.
PUB DATE- Nov 89
NOTE- 11p.; Paper presented at the Annual Conference of the American Speech-Language-Hearing Association (St. Louis, MO, November 17-20, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Youth; *Language Acquisition; *Language Handicaps; *Pictorial Stimuli; Preschool Education; Recall (Psychology); Sensory Aids; *Symbolic Language
IDENTIFIERS- *Bliss Symbols; *Rebus
The study contrasted the learning of the Rebus and Bliss symbol systems by language-delayed preschoolers. Subjects included 26 black preschool children, aged 4-6. Results showed that Rebus pre-test and post-test scores were significantly higher than Bliss pre-test and post-test scores. Results also showed a 35% improvement in identification of Rebus symbols from pre- to post-test and a 73.2% improvement for identification of Bliss symbols. These results indicate that language-delayed children were able to acquire symbols from both systems, and that the Rebus symbols were more easily recognizable than the more iconic Bliss symbols. (JDD)

ED 318 213 FL 017 979

Thompson, David A.
Lockhart River "Sand Beach" Language: An Outline of Kuuku Ya'u and Umpila. Work Papers of SIL-AAIB, Series A Volume 11.
Summer Inst. of Linguistics, Darwin (Australia). Australian Aborigines and Islanders Branch.
REPORT NO.- ISBN-0-86892-330-3
PUB DATE- 88
NOTE- 162p.
AVAILABLE FROM- Bookseller, Summer Institute of Linguistics, PO Berrimah, Darwin NT 5788, Australia ($6.50 plus postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Australian Aboriginal Languages; Descriptive Linguistics; Foreign Countries; Language Research; Linguistic Theory; *Morphology (Languages); *Phonology; Pronouns; *Pronunciation; Structural Analysis (Linguistics); *Syntax; *Uncommonly Taught Languages; Verbs
IDENTIFIERS- *Kuuku Yau; *Umpila
The Australian aboriginal language Kuuku Ya'u and its closely related dialect Umpila are described. An introductory chapter provides information on the classification of the languages, linguistic type, and dialect groups. The second chapter outlines aspects of the phonology of Kuuku Y'au and Umpila, including phonemes, vowel length, consonant length, word stress, and phonotactics. Chapter 3, on morphology, describes the parts of speech and details the morphology of nouns, pronouns, and verbs. The fourth chapter describes the syntax of simple sentences; noun phrases; complex sentences; mood and aspect; and sentence interjections, particles, and clitics. A brief chapter, chapter 5, is devoted to metaphorical extensions of body part terms. Chapter six contains five texts with morphological analysis and English translation. Chapter seven is a guide to the pronunciation of letters and phonemes. The final chapter consists of a two-way glossary. The English-to-Kuuku Ya'u/Umpila word list is organized by semantic category, and the Kuuku Ya'u/Umpila-to-English list is organized alphabetically. A brief list of references and a map are appended. (MSE)

ED 318 256 FL 018 509

Kalivoda, Theodore B.
Study Abroad for Language Majors and Teachers.
PUB DATE- 77
NOTE- 10p.; In: Dimension: Languages 77. Proceedings of the Southern Conference on Language Teaching (Orlando, FL, October 1977).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; Higher Education; *Language Fluency; *Language Teachers; *Majors (Students); Oral Language; Program Effectiveness; Second Language Instruction; *Second Language Learning; *Study Abroad
Study abroad is not a frill of the foreign language major's curriculum, but rather a component that is crucial to the linguistic preparation of a successful language teacher. During the study abroad experience, the student can obtain the ability to use the language freely and spontaneously, thus helping create an atmosphere of excitement and challenge, a climate frequently missing in foreign language classrooms. Study abroad as it has been traditionally defined for undergraduate foreign language majors and for current teachers on the graduate level must be radically restructured toward an intensive and disciplined language experience. The study abroad experience should be a rigorous program of structured field work in which students spend more time actively using the language with native speakers, than attending passively-oriented, classes and should dramatically facilitate the development of oral language fluency. However, direct government subsidy is needed to facilitate foreign residence as a regular component of language teacher training. The language teaching profession must pursue this financial assistance as a priority in improving foreign language instruction in America. (MSE)

ED 318 271 FL 018 525

Louisiana School Administrators' Handbook: Educating the Non/Limited English Proficient Student. Bulletin No. 1851.
Louisiana State Dept. of Education, Baton Rouge. Bilingual Education/ESL Section.
PUB DATE- 90
NOTE- 177p.; Appendices contain numerous reproduction problems.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Bilingual Education; Court Litigation; Disabilities; Elementary Secondary Education; *English (Second Language); Federal Legislation; Financial Support; Grading; Identification; Language Proficiency; Language Tests; Legal Responsibility; *Limited English Speaking; Oral Language; Parent Attitudes; Parent Participation; Parent School Relationship; *Program Development; School Districts; State Legislation; *State Standards; Student Evaluation; Student Placement; Student Rights; Teacher Certification; Teacher Student Ratio; Testing Programs
IDENTIFIERS- *Louisiana

This handbook is a reference for Louisiana school administrators for planning and implementing instructional programs for limited-English-proficient (LEP) students complying with federal and state laws. Sections address specific aspects of the following issues: the legal responsibilities of school districts, based on court decisions; rights of LEP students under federal law; the handicapped LEP student; Louisiana guidelines for including LEP students in the pupil progression plan; funding; sources of assistance; identifying LEP students; assessment; parent refusal of services; placement; instructional programs; grading; pupil-teacher ratio; parental involvement; school-parent communication; and bilingual and ESL specialist certification. Appended materials include: a summary of relevant federal statutes; a 32-item bibliography; descriptions of six oral language proficiency tests to be used with this population; a guide to planning a 4-year program for secondary students of English as a Second Language (ESL), based on the system used in the Jefferson Parish public schools; a guide to planning an instructional program for LEP students, pre-K through grade 12, designed by the Texas State Agency; and 22 sample forms, translated into Vietnamese, Spanish, and French. (MSE)

ED 318 300 FL 800 118

Spener, David
Suggested Structure for Meetings of Home-Based ESL Classes for Native Speakers of Spanish.
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Classroom Techniques; Dialog Journals; *English (Second Language); *Home Study; Journal Writing; *Literacy Education; Second Language Instruction; Second Language Learning; *Spanish Speaking; Student Centered Curriculum; Student Participation; *Volunteers

This guide for volunteer teachers of English as a Second Language to Spanish speakers in a home-based program outlines a suggested format for class time and activities. The guide describes how teachers can organize their class periods to promote learner-centeredness and participation in the English learning process. The structure, designed to help organize time, consists of: an opening song, chant, or poem (5 minutes); silent reflection or relaxation (1 minute); check-in (15-20 minutes), a bilingual, round-robin activity for sharing experiences; inquietudes (15-20 minutes), in which students' unresolved questions about English are addressed; planned language activities (60-80 minutes), organized according to student interests, needs, and relationships but having specific language-learning objectives; a group evaluation discussion (5-10 minutes), a time set aside to assess the class session and find ways to improve the quality of future class meetings; and dialog journal writing (10-15 minutes). Suggestions for adapting each of these time segments to suit class needs are included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 345 HE 023 421

Childs, Sally A.; And Others
The Role of Lake Superior State University in Promoting Economic Development in the Eastern Upper Peninsula: A Survey of Attitudes and Ideas of Key Officials and Business People.
Lake Superior State Univ., Sault Sainte Marie, MI. Center for Social Research.

PUB DATE- 89
NOTE- 100p.
AVAILABLE FROM- Center for Social Research, Dept. of Social Sciences, Lake Superior State University, Sault Ste. Marie, MI 49783 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- College Programs; *Economic Development; Higher Education; *Program Development; School Business Relationship; *School Community Relationship; *School Involvement; *State Universities
IDENTIFIERS- *Lake Superior State University MI; Michigan (Eastern Upper Peninsula)

The Lake Superior State University Economic Development Survey gathered information to guide the university in deciding how it might most effectively expand its involvement in economic development efforts in the Eastern Upper Peninsula of Michigan. Fifty key officials and business people assessed the university's past and potential helpfulness in economic development efforts; appraised the economic development value of current and potential university programs, services, and resources; and provided suggestions on how the university can improve its contribution to regional economic development. Their recommendations are broadly grouped into the following areas: improve communication, promotion, and marketing of services; tailor more programs and services to meet the unique characteristics and changing needs of the region; provide opportunities for the region that would otherwise not exist; increase community consultation in the development of new programs and services; and expand community visibility and involvement of university administrators, faculty, staff, and students. Appendix A provides detailed data and discussion of survey findings on current and potential educational, public, and consulting services. Appendix B presents means and inferential statistics for the survey data, by county and by professional background. The report concludes with sample form letters used in the survey process and a list of 14 references. (JDD)

ED 318 359 HE 023 435

State University System of Florida Fact Book 1988-89. Annual Report 1989.
State Univ. System of Florida, Tallahassee. Board of Regents.
REPORT NO.- BOR-90-4
PUB DATE- 90
NOTE- 229p.
AVAILABLE FROM- Florida Board of Regents, 325 W. Gaines St., Tallahassee, FL 32399-1950.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; Age; *College Admission; *Degrees (Academic); *Enrollment; Enrollment Trends; Equal Education; Expenditures; Faculty; Higher Education; *Institutional Characteristics; *School Demography; Sex; State Universities; *Student Characteristics; Student Costs; Teacher Characteristics
IDENTIFIERS- *State University System of Florida

Comparative 1988-1989 data about the State University System of Florida is provided in the form of tabular displays, charts, graphs, and a glossary of terms and abbreviations. A section on institutional characteristics presents data on campus size, headcounts, student age, out-of-state students, and part-time students. Admissions data covers Scholastic Aptitude Test scores, American College Test scores, Graduate Record Examination scores, high-school grade point averages, county of residence, and transfer student information. Enrollment data focuses on enrollment trends from 1978-79 through 1988-89, full-time equivalents, credit hour load; county, state, or nation of residence; sex; race; course load; and age. A section on degree programs offers statistics on academic degree programs approved; headcounts by discipline and level; headcounts by discipline, race, and sex; and degrees granted by discipline, institution, race, and sex. Additional statistics describe registration, tuition, room and board, and local fees; financial aid awards; and fee waivers. Data on appropriations and expenditures and contracts and grants activities are also presented. Personnel data address number of faculty by age, race, sex, rank, and tenure status. Access and equity data outline 5-year equal opportunity/affirmative action goals. (JDD)

IR

ED 318 388 IR 014 044

Social Europe. Developments in the Introduction of New Information Technologies in Education. Supplement 2/87.
Commission des Communautes Europeennes (Luxembourg).
REPORT NO.- ISBN-92-825-7765-1
PUB DATE- 87
NOTE- 110p.; Product of the Directorate-General for Employment, Social Affairs and Education. Filled letters/faint type throughout the document.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Elementary Secondary Education; Foreign Countries; Higher Education; *Information Technology; *Instructional Development; Planning; *Technology Transfer
IDENTIFIERS- Europe
This report consists of three major sections. The first, a progress report for the period of 1983 to 1986 on the introduction of new information technologies into education among the member states of the Commission of European Communities, includes an overview of activities carried out in the member states and at the Community level, an appraisal of Community action, and a discussion of prospects for action at the Community level in 1986-1987. The second section reports on "CAL (Computer-Assisted Learning) for Europe," a colloquium devoted mainly to educational software, held in The Netherlands in May 1986. The third section reports on the third European university summer course on new information technologies held in Ghent from July 8 to 15, 1986, which focused on educational software as viewed from the perspective of educational practice. (GL)

ED 318 403 IR 014 307

Jackson, Charles L.
The Evolution of Access. ONA Technical and Regulatory Issues.
PUB DATE- Oct 89
NOTE- 26p.; Paper presented at the Annual Telecommunications Policy Research Conference (17th, Airlie House, Warrenton, VA, October 1-3, 1989). For other papers of this conference, see IR 014

305-322.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Federal Regulation; *Policy Formation; *Telecommunications; *Telephone Communications Systems
IDENTIFIERS- *Broadcast Access Rights; Comparably Efficient Interconnection; Federal Communications Commission; Open Network Architecture

In June 1986, the Federal Communications Commission (FCC) released its "Report and Order" and its "Third Computer Inquiry," which proposed to remove the then-current requirement that AT&T and the Bell Operating Companies (BOCs) provide enhanced services only through separate subsidiaries. Instead, AT&T and the BOCs would be subject to several nonstructural safeguards. The order continued the legal distinction between regulated basic telecommunications and unregulated enhanced communications, but it established two primary safeguards--cost accounting and improved interconnection--to replace the separate subsidiary requirement. This paper discusses two kinds of improved interconnection in relation to the FCC ruling: Comparably Efficient Interconnection (CEI) and implementation of an Open Network Architecture (ONA). The importance of open networks in communications regulation is described, and observations are made on the ONA process. Contentious issues in the ONA process--including confusion and distrust, uniformity, and state/federal conflict--and general conclusions on ONA are outlined. It is argued that the FCC ordered improved interconnection between the BOC networks and the enhanced services industry in order to better the public interest; that improved interconnection is a tool for achieving competitive equality between the BOCs and the enhanced service providers; and that the risk taken by the FCC with its ONA rules are slight compared to the potential reward. (GL)

ED 318 184 EC 230 589

Education of Individuals with Disabilities Act of 1989. Calendar No. 379.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-R-101-204
PUB DATE- Nov 89
NOTE- 98p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Deaf Blind; *Delivery Systems; *Disabilities; Elementary Secondary Education; Emotional Disturbances; *Federal Legislation; *Federal Programs; Hearings; Postsecondary Education; Preschool Education; *Services; Special Education
IDENTIFIERS- Congress 101st; *Education of the Handicapped Act 1970

This report recommends reauthorization of the Education of the Handicapped Act (EHA) via Senate bill 1824, the Education of Individuals with Disabilities Act of 1989. The bill's primary focus is reauthorization of the discretionary programs of parts C through G of the EHA and creation of a new discretionary program addressing the special education and related services needs of children and youth with serious emotional disturbances. The legislative history of the EHA is provided, including summaries of hearings and testimony on its reauthorization. Another section offers a detailed explanation of the bill and the views of the Senate Committee on Labor and Human Resources, addressing: the bill's definitions, waiver of state immunity, administrative provisions, state plans, evaluation, regional resource and federal centers, services for deaf-blind children and youth, early education, postsecondary education, secondary education and transitional services, personnel preparation, clearinghouses, advancing knowledge and practice, and instructional media and technology. The report also provides a cost estimate from the Congressional Budget Office, a regulatory impact statement, a section-by-section analysis, and a reprint of the EHA showing proposed changes to the existing law. (JDD)

ED 318 198 EC 230 828

Spenciner, Loraine J., Ed.; Cohen, Libby G., Ed.
A Software Guide for the Special Educator.
SPONS. AGENCY- Maine State Dept. of Educational and Cultural Services, Augusta. Div. of Special Education.
PUB DATE- 89
NOTE- 138p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software Reviews; *Courseware; *Disabilities; Elementary Secondary Education; Interpersonal Competence; Keyboarding (Data Entry); Mathematics Instruction; Problem Solving; Questionnaires; Reading Instruction; *Special Education; State Surveys
This guide summarizes and evaluates 48 educational software packages for special educators working on the specific skill areas of keyboarding, language arts, math, personal/social skills, problem solving, readiness, and reading. Each review is written by a teacher and covers strengths and weaknesses of the software, suggested activities for its use, publisher data, and an evaluation summary rating the package on 18 factors. An appendix lists curriculum software packages preferred by over 350 Maine special educators, with an indication of the number of teachers using each package. Includes 12 references. (PB)

ED 318 227 FL 018 342

Gornowich, Barbara Bernstein; Nelson, Anthony
Bridges to Academic Writing.
SPONS. AGENCY- Department of Education, Washington, DC.; Illinois State Board of Education, Springfield.
PUB DATE- 89
NOTE- 139p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Classroom Techniques; Course Content; English (Second Language); *English for Academic Purposes; Higher Education; Instructional Materials; Introductory Courses; *Limited English Speaking; Student Adjustment; Teaching Guides; *Writing Exercises; *Writing Instruction
IDENTIFIERS- 131 Project
The materials comprise the curriculum for an introductory course in academic writing for limited English proficient adult or college students. The guide is intended for the upper end of a survival language skills course or the lowest end of an academic developmental writing sequence. The curriculum instructs students on academic life and assists them in adjustment to it. Unit topics include the first day of class; rules, requirements, and instructor expectations; classroom conduct; study habits; concentration; student services; and telecourses. Composition exercises progress from recognition to controlled writing and on to independent writing. Students begin by learning basic sentence patterns and move on to paragraphs. It is intended that the units be followed in sequence. Three modes of discourse (narrative, process, and examples) were chosen for their broad applicability to tasks encountered by students in early stages of academic work. Group work and peer editing have been found to be useful with the materials, and it is recommended that the materials be used in conjunction with grammar instruction. Brief annotated bibliographies list additional texts and other materials for both writing and grammar instruction. (MSE)

ED 318 241 FL 018 457

Berney, Tomi D.; Friedman, Grace Ibanez
Bilingual/E.S.L. Materials Development, Grades 1-8, 1987. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Jun 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Instructional Materials; *Curriculum Development; Elementary Education; *English (Second Language); Information Dissemination; *Material Development; Program Descriptions; Program Evaluation; Second Language Instruction; Urban Education
IDENTIFIERS- New York City Board of Education
New York City's program in Bilingual/E.S.L. Materials Development, Grade 1-8 was established to develop and/or update curricula and informational materials relevant to bilingual and English-as-a-Second-Language instruction. Curriculum development teams worked on independent activities. The project had 10 proposed curriculum initiatives, but the teams attempted 14 individual projects. One project was completed by the end of the funding cycle, two were completed after the funding period, one was dropped to avoid duplication of efforts, several were very close to completion, and the remaining projects were drafted with a projected 1988 completion date. Recommendations for program improvement include selection of more projects that focus on updating rather than developing curricula, concentration on fewer projects using more full-time staff, appointment of a review panel to guide and advise project staff, requiring dissemination of products by all projects, use of word processing to speed publication, and additional printing resources for more timely production. (MSE)

ED 318 285 FL 800 096

Nash, Andrea; And Others
Talking Shop: A Curriculum Sourcebook for Participatory Adult ESL.
Massachusetts Univ., Boston.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 89
NOTE- 84p.
GRANT- G008635277
AVAILABLE FROM- Bilingual/ESL Graduate Studies, University of Massachusetts, Harbor Campus, Boston, MA 02125 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Curriculum Development; *English (Second Language); *Family Programs; Immigrants; Language Teachers; *Learning Experience; Mothers; Parent Child Relationship; Personal Narratives; Resource Materials; Second Language Programs; *Student Participation
IDENTIFIERS- *Family Literacy
This collection of stories about adult second language learning includes five teachers' anecdotal accounts of experiences using the participatory process. In these accounts, the teachers describe a variety of tools and processes used in the classroom to draw out issues that can be transformed into thought-provoking discussions and language lessons. The contents are intended to stimulate other teachers to reflect on their own teaching process and explore new possibilities. The experiences are presented in four categories: getting things started; immigrant experiences; mothers and their children; and redefining learning and teaching. The appended bibliography includes: (1) reference materials for participatory curriculum development; and (2) classroom resources in the form of lesson-planning books, grammar texts, workbooks, game books, readings in prose, readings in poetry, and song, anthologies of student writing, and photograph collections. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 315 HE 023 303

College and University Racial/Ethnic Distribution of Enrollment: New York State: Fall 1988.
New York State Education Dept., Albany. Office of Postsecondary Policy Analysis.
PUB DATE- 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; Black Students; College Students; *Enrollment; *Ethnic Distribution; Graduate Study; *Higher Education; Hispanic Americans; *Minority Groups; Private Schools; Proprietary Schools; *Racial Distribution; State Universities; Undergraduate Study; White Students
IDENTIFIERS- Higher Educaton Data System; *New York

The 13 tables in this report contain data summaries obtained from the 1988-89 Higher Education Data System Survey concerned with racial and ethnic status in New York State colleges and universities as of fall, 1988. Definitions of the six racial/ethnic classifications precede the tables. The first six tables provide enrollment data by racial/ethnic category, level of student and sex for the following: institutions of higher education, public institutions, State University of New York institutions, City University of New York institutions, independent institutions, and proprietary institutions. The next table gives data on undergraduate enrollment by sector, level of institution, racial/ethnic category, attendance status and sex. The next five tables present data for undergraduate and graduate enrollment by selected subject areas and racial/ethnic category and level of student for the following: four-year or more institutions of higher education, State University of New York institutions of four years or more, City University of New York institutions of four years or more, independent and proprietary institutions of four years or more, and first-professional enrollment (full- and part-time). The last table provides percent distribution trends of enrollment institutions of higher education by racial/ethnic category, level of student and year. (DB)

ED 318 330 HE 023 386

Schneider, Janet Carney, Ed.; Porter-Shirley, Bunny, Ed.
Peterson's Drug and Alcohol Programs and Policies at Four-Year Colleges.
REPORT NO.- ISBN-0-87866-731-8
PUB DATE- 89
NOTE- 445p.
AVAILABLE FROM- Peterson's Guides, 202 Carnegie Center, P.O. Box 2123, Princeton, NJ 08543-2123 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Alcohol Abuse; *College Programs; Discipline; *Drug Abuse; Higher Education; Prevention; Services

This book provides profiles of the drug and alcohol education/prevention programs, support groups and services, special staff, and disciplinary policies of over 900 four-year colleges. A foreword by Lamar Alexander, president of the University of Tennessee and former governor of Tennessee notes signs of lessening drug abuse. An introduction notes the usefulness of the book's information to such groups as prospective students, families, and professionals. The college profiles usually contain general information (such as degrees awarded and accreditation status); and drug and alcohol information (including educational programs, identification of problems, support services, disciplinary actions), and any additional information from the college. A contact person or office for each school is also identified. Appendixes include: Standards of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse; FIPSE Grant Recipients; and Organizations Concerned with Drugs and Alcohol on Campus. (DB)

ED 318 373 HE 023 455

Schlachter, Gail Ann; Weber, R. David
Financial Aid for Research, Study, Travel, and Other Activities Abroad, 1990-1991.
REPORT NO.- ISBN-0-918276-12-8
PUB DATE- 90
NOTE- 586p.
AVAILABLE FROM- Reference Service Press, San Carlos Industrial Park, 1100 Industrial Rd., Suite 9, San Carlos, CA 94070 ($40.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Books (010)
DESCRIPTORS- Fellowships; *Financial Support; Grants; Higher Education; Internship Programs; *Research Opportunities; Scholarships; *Student Financial Aid; Student Loan Programs; *Study Abroad; *Travel
Information is provided about more than 1,700 funding opportunities open to Americans interested in research, study, travel, professional, or other activities abroad. The directory is divided into three separate sections: a descriptive list of financial aid programs established to support research, study, travel, and other activities abroad; an annotated bibliography of directories listing general financial aid programs; and a set of five indexes. The programs described are sponsored by more than 550 government agencies, professional organizations, foundations, educational associations, corporations, research centers, libraries, and other public and private agencies. Entries cover all areas of the sciences, social sciences, and humanities, and are grouped into the following four chapters: high school/undergraduate students, graduate students, postdoctorates, and professionals/other individuals. Each of these chapters is further divided into four type-of-activity categories: study, research, travel, and other activities. Each program entry supplies program title, organization address and telephone number, purpose, eligibility, remuneration, duration, special features, limitations, number of awards, and application deadline. An annotated bibliography lists 60 key directories published in 1980 or later that describe United States programs supporting research, study, and travel, and that may, incidentally, support activities abroad. (JDD)

ED 318 418 IR 014 322

Miscellaneous Papers Presented at the Telecommunications Policy Research Conference.
Telecommunications Policy Research Conference, Inc., Washington, DC.
PUB DATE- Oct 89
NOTE- 197p.; Papers presented at the Annual Telecommunications Policy Research Conference (17th, Airlie House, Warrenton, VA, October 1-3, 1989). For other papers of this conference, see IR 014 305-321.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; Cable Television; Federal Regulation; Standards; *State Legislation; *Telecommunications; *Telephone Communications Systems
IDENTIFIERS- *Broadband Cable Teleservices; Broadcast Access Rights; Broadcast Economics; Regulatory Agencies
This collection of 8 papers from the Seventeenth Annual Telecommunications Policy Research Conference includes: (1) "The Measurement, Evaluation, and Encouragement of Telephone Service Quality" (S. Berg and J. Lynch, Jr.); (2) "Impacts of Deregulation and Competition on the PBX/Centrex Market" (H. Ware); (3) "The Quasi-Public Network: Issues of Pricing and Access" (B. Kahin); (4) "The New Zealand Spectrum Project: Description and Observations" (C. Jackson and R. Foster); (6) "The Total and Partial Factor Productivity of the Nippon Telegraph and Telephone Co." (H. Oniki, T. Oum, and R. Stevenson); (6) Integrated Broadband Networks: The Role of the Cable Companies" (D. Reed and M. Sirou); (7) "Market Concentration in the Entertainment Industry" (D. Gomery); and (8) "Profiles and Testing: The New Standards Challenge" (D. Cerni). (GL)

ED 318 042 CS 507 070

Foeman, Anita
Organizational Multiculturalism: Towards a Model of Diversity Sensitivity in the Teaching of Organizational Communication.
PUB DATE- Nov 89
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blacks; *Cultural Awareness; *Cultural Pluralism; Futures (of Society); Higher Education; Models; *Multicultural Education; *Organizational Communication; Organizational Theories; *Speech Communication; *Speech Instruction; Student Needs
IDENTIFIERS- *Organizational Culture
Too often African American students in communication courses are confronted with communication principles which to them seem inappropriate, unrealistic, and simply false. Current conceptualizations of organizational communication suggest that the organization consists of one culture (often depicted as predominantly white and predominantly male). Yet demographics indicate a changing work force consisting of fewer white males (one projection suggests only 15% by the year 2000) and more women and minorities. With the influx of new faces come new cultures. Instructors of organizational communication must address the issue of multiculturalism as they prepare students for the transition to a rapidly evolving workplace, one in which organizational life is no longer dominated by a single set of cultural norms. Organizational communication should be presented in a manner which is open to the possibility of many cultures rather than one culture and which considers the possibility that different organizational members function within different organizational environments. This goal may be accomplished by making explicit the assumptions made as

reality is constructed through the process of organizational communication. It should be understood that this process goes on in different ways in different places throughout the organization. Students must be nurtured to understand that Black students, Asian students, Hispanic students, and White Anglo-Saxon Protestant students must evaluate communication "skill" in the context of their own and other cultural beliefs, attitudes, and value systems--otherwise their communication will be ineffective. (Twenty references are attached. An appendix contains a model for designing culturally sensitive communication courses.) (SR)

ED 318 069 CS 507 141

Foster, David E.
Imagination and the Pursuit of a Rational Rhetoric.
PUB DATE- Mar 90
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (Chicago, IL, March 22-24, 1990). Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Emotional Experience; *Epistemology; *Imagination; *Intuition; Logic; *Persuasive Discourse; *Rhetorical Theory
IDENTIFIERS- Aristotle; Bacon (Francis); Cleaver (Eldridge); Rationalism; *Rhetorical Devices
The works of certain rhetorical thinkers contain strategies directed at achieving assent or cooperation. Such writings demonstrate means by which readers' rational responses can be deliberately challenged and disrupted. While people often cite Aristotle's maxim "Man is a rational animal," critics have asserted that the statement misrepresents both Aristotle and rhetoric. In practice, rhetoric unites reason and emotion by applying techniques that disrupt reasonable thinking to trigger new perspectives. For instance, Francis Bacon realized that imagination and emotion are essential to some kinds of purposeful discourse. In the contemporary era, Annie Dillard's writings legitimized the reader's indulgence in intuitive and emotional responses to the contrarities of nature, while Eldridge Cleaver's rhetoric called for a revolution in the reader's view of what is moral and just. Such appeals are subversive in a profoundly creative way, as they blur the comfortable window of reason through which nature is perceived, giving rise to new perspectives on experience. (SG)

ED 318 112 EA 021 756

Reimers, Fernando
Educational and Structural Adjustment in Latin America. Development Discussion Paper No. 314.
Harvard Univ., Cambridge, MA. Inst. for International Development.
PUB DATE- Oct 89
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgets; *Educational Finance; Educational Policy; Elementary Secondary Education; *Expenditures; *Financial Problems; Foreign Countries; *Government Role; Higher Education
IDENTIFIERS- *Debt; *Latin America
This paper examines the impact of the Latin American external debt on education. Results suggest that increases in debt levels in 19 Latin American countries have negatively affected education as a percentage of government expenditures. In some cases, this means that education expenditures are failing to keep up with growth of total government expenditures, rather than declining in absolute terms. Higher percentages of the education budget are going to recurrent expenditures. Among the countries examined, there is no uniform pattern of changes in budget percentages going to teacher salaries and scholarships. There are significant reductions in the percentage of current expenditures for teaching materials. Basic education may be less protected than higher education from the "quick fix" adjustment programs implemented to respond to the debt crisis. This is worrisome, given the uneven income distribution in Latin America. Reform of the adjustment phase will require a systemic approach to educational finance and educational management and reexamination of the linkages between education and productivity. (83 references) (MLH)

ED 318 139 EC 230 090

Rovet, Joanne F.
Does Breast Feeding Protect the Hypothyroid Infant Diagnosed by Newborn Screening?
Hospital for Sick Children, Toronto (Ontario).
SPONS. AGENCY- Ontario Mental Health Foundation, Toronto; Ontario Ministry of Community and Social Services, Toronto.
PUB DATE- 88
NOTE- 21p.; Funded also by Health and Welfare Canada.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Breastfeeding; *Congenital Impairments; Early Intervention; Foreign Countries; Infants; *Intellectual Development; *Neurological Impairments
IDENTIFIERS- *Hypothyroidism; *Thyroid Function
Because breast milk contains small quantities of thyroid hormones not found in commercial formula preparations, it was hypothesized that breast feeding may provide some protective benefit to the hypothyroid infant before medical treatment is begun. Of 108 children with congenital hypothyroidism, breast-fed children had higher thyroid hormone levels than formula-fed children at 1 and 2 months of age, but not later. The intellectual characteristics of the children were evaluated at 1, 3, 5, and 6 years of age. Breast-fed children scored higher in social and fine motor development at 1 year of age and in verbal learning at age 5, when controlling for parent intelligence quotient, socioeconomic status, and hormone dose level. Children with ectopic glands showed the largest benefit of breast feeding, particularly at age 3. These results signify a small protective benefit of breast feeding. (37 references) (JDD)

ED 318 432 IR 014 336

Ediger, Marlow
Distance Learning and the Curriculum.
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; *Decision Making; *Distance Education; *Educational Theories; *Problem Solving
IDENTIFIERS- *Measurement Driven Information; *Subject Centered Curriculum

Distance education has numerous inherent philosophies to utilize in teaching-learning situation. The problem solving aspect of distance learning encourages active involvement by students in teaching-learning situations; student selection of content; teachers as guides and motivators of student learning; ordering of learning experiences in terms of sequential flexible steps of problem solving; and student involvement in curriculum development. The subject centered approach in distance learning stresses the abstract and cognitive rather than the psychomotor and affective dimensions; teacher sequencing of subject matter; a structured curriculum; a teacher-developed curriculum; and student attainment of vital facts and concepts. A third philosophy, measurement-driven instruction, emphasizes a logical curriculum with teacher selection of sequential objectives; content directed at measurably-stated objectives; appraisal procedures aimed at measurably-stated objectives; and scope and sequence derived from ordered objectives. Student decision-making, a fourth philosophy in distance education, emphasizes that learners should be developing appropriate attitudes and skills in making choices; achieving optimally in making selections; working effectively in groups; becoming responsible individuals; and selecting meaningful tasks. (14 references) (MES)

ED 318 056 CS 507 127

Pisoni, David B.; And Others
Research on Speech Perception. Progress Report No. 12.
Indiana Univ., Bloomington. Dept. of Psychology.
SPONS. AGENCY- Air Force Armstrong Aerospace Medical Research Lab, Wright-Patterson AFB, OH.; National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.
PUB DATE- 86
NOTE- 457p.; For other reports in this series, see CS 507 123-129.
CONTRACT- AF-F-33615-83-K-0501
GRANT- BNS-83-05387; NS-07134-08; NS-12179-10
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Acoustic Phonetics; Auditory Discrimination; *Auditory Perception; Communication Research; Computer Software Development; Infants; *Language Processing; Language Research; Linguistics; Speech; *Speech Synthesizers
IDENTIFIERS- Indiana University Bloomington; *Speech Perception; Speech Research; Theory Development

Summarizing research activities in 1986, this is the twelfth annual report of research on speech perception, analysis, synthesis, and recognition conducted in the Speech Research Laboratory of the Department of Psychology at Indiana University. The report contains the following 23 articles: "Comprehension of Digitally Encoded Natural Speech Using a Sentence Verification Task (SVT): A First Report" (D. B. Pisoni and M. J. Dedina); "Comprehension of Natural and Synthetic Speech: II. Effects of Predictability on Verification of Sentences Controlled for Intelligibility" (D. B. Pisoni and others); "Perceptual Learning of Synthetic Speech Produced by Rule" (S. L. Greenspan and others); "Trading Relations, Acoustic Cue Integration, and Context Effects in Speech Perception" (D. B. Pisoni and P. A. Luce); "Using Template Pattern Structure Information to Improve Speech Recognition Performance" (M. Yuchtman and H. C. Nusbaum); "On Word-Initial Voicing: Converging Sources of Evidence in Phonologically Disordered Speech" (J. A. Gierut and D. A. Dinnsen); "On the Assessment of Productive Phonological Knowledge" (J. A. Gierut); "Generative Phonology and Error Pattern Analyses: Empirical Claims and Differences" (J. A. Gierut); "Effects of Talker Uncertainty on Auditory Word Recognition: A First Report" (J. W. Mullenix and D. B. Pisoni); "Effects of Stress and Final-Consonant Voicing on Vowel Production: Articulatory and Acoustic Analyses" (V. Summers); "Preference Judgments Comparing Different Synthetic Voices" (J. S. Logan and D. B. Pisoni); "Auditory Perception of Complex Sounds: Some Comparisons of Speech vs. Nonspeech Signals" (D. B. Pisoni); "Perceptual Attention in Monitoring Natural and Synthetic Speech" (H. C. Nusbaum and others); "Intelligibility of Phoneme Specific Sentences Using Three Text-to-Speech Systems and a Natural Speech Control" (J. S. Logan and D. B. Pisoni); "PRONOUNCE: A Program for Pronunciation by Analogy" (M. J. Dedina and H. C. Nusbaum); "The Role of the Lexicon in Speech Perception" (D. B. Pisoni and others); "The Role of Structural Constraints in Auditory Word Recognition" (H. C. Nusbaum and D. B. Pisoni); "A Brief Overview of Speech Synthesis and Recognition Technologies" (D. B. Pisoni); "Developing Methods for Assessing the Performance of Speech Synthesis and Recognition Systems" (D. B. Pisoni and H. C. Nusbaum); "Recognition Performance of Six Isolated Utterance Speech Recognition Systems" (H. C. Nusbaum and others); "Human Factors Issues for the Next Generation of Speech Recognition Systems" (H. C. Nusbaum and D. B. Pisoni); "Using Speech as an Index of Alcohol Intoxication" (C. S. Martin and M. Yuchtman); "Effects of Wholistic versus Dimensional Training on Learning to Identify Spectographic Displays of Speech" (B. G. Greene); and "Testing the Performance of Isolated Utterance Speech Recognition Devices" (H. C. Nusbaum and others). (SR)

ED 318 070 CS 507 142

Lerstrom, Alan
Speaking across the Curriculum: Moving toward Shared Responsibility.
PUB DATE- Mar 90
NOTE- 26p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Skills; Higher Education; *Speech Communication; *Speech Instruction; Student Needs; Verbal Communication
IDENTIFIERS- *Communication across the Curriculum; Communication Competencies; *Speaking across the Curriculum; Speech Communication Education
Professional and personal success is related to a person's ability to listen, speak, read, and write effectively. As with other acquired abilities, communication skills must be supported and reinforced in a variety of contexts. Colleagues in the Speech Communication Association have raised valid issues regarding the appropriateness and effectiveness of communication across the curriculum. In a literature review, Ellen Hay raised four concerns: (1) training for faculty outside of the discipline; (2) quality of the students' experience; (3) drawing oral activities from a spectrum of the communication discipline; and (4) approaching communication abilities in a developmental manner. No workshop can train faculty from other disciplines to teach or evaluate communication competencies as well as a professional oral communication teacher. On the other hand, faculty can be trained to maintain and encourage the continued use of emerging communication abilities if students have had an effective introductory class. If an assignment or course that is intended to emphasize communication experiences is well developed, then students can be challenged to use a variety of communication skills. When faculty members are concerned about students' development as critical thinkers, writers, and speakers, then the communication exercises that are incorporated into their courses can help students develop, maintain, and increase their communication competencies. (Appendix A provides the World Regions Country Report 1987, and Appendix B provides detailed plans for the MCAP Summer Workshop. Thirty-two references are attached.) (MG)

ED 318 360 HE 023 436

Anderson, Richard E.; Meyerson, Joel W.
Financing Higher Education in a Global Economy.
SPONS. AGENCY- National Center for Postsecondary Governance and Finance, Tempe, AZ.
REPORT NO.- ISBN-0-02-900965-0
PUB DATE- Mar 90
NOTE- 152p.
AVAILABLE FROM- Macmillan Publishing Co., 866 Third Ave., New York NY 10022 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - Proceedings (021)
DESCRIPTORS- Credit (Finance); Educational Administration; Educational Economics; *Educational Finance; Financial Policy; *Financial Problems; *Futures (of Society); *Global Approach; *Higher Education; Politics of Education; Public Policy; Research Projects; *School Funds; Student Loan Programs; Teacher Salaries

This book presents papers from a national symposium conducted by the Forum for College Financing, offering a perspective on how higher education institutions will finance their operations in the future and the challenges that lay ahead. A paper by Richard Anderson and Joe Meyerson, "A Changing National Environment," introduces the other papers in the collection. "The Economy and Higher Education" by Anderson explores the macroeconomic trends that shape the United States economy and affect higher education, such as the trade deficit, the budget deficit, and low savings rates. In "Financing Research," William Massy examines the financing of indirect costs under Office of Management and Budget Circular A-21, and the politicization of the research award process. "Funding Instruction," by Frank Campanella, draws on the experiences of Boston College to discuss financing, inflation, and cost and productivity analyses of faculty salaries and equipment. "Using Debt Effectively," by Robert Forrester, examines debt and other funding issues at three universities--Brown, Harvard, and Kentucky--representing different philosophies. "Taxable Financing," by Arthur Kalita, considers factors to be considered in issuing taxable debt and offers case studies involving the domestic and international markets. In "Credit Analysis and Enhancement," Daniel Heimowitz focuses on establishing credit risk and ratings. Douglas Wofford then presents "Mortgage-Backed Student Loans." Anthony Knerr's paper concludes the book with "Financing Higher Education in a Global Economy," which notes higher education's need to develop a more global orientation toward its economics and financing. Includes 52 references. (JDD)

ED 318 098 EA 021 706

Sharp, Linda A.
Sports.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 89
NOTE- 21p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law 1989. National Organization on Legal Problems in Education, 1989 (EA 021 700), p155-74.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- *Athletic Coaches; *Athletics; Civil Rights; Compliance (Legal); Constitutional Law; *Court Litigation; Due Process; Elementary Secondary Education; Eligibility; Employer Employee Relationship; Equal Education; Equal Protection; Extramural Athletics; Higher Education; Legal Problems; *Legal Responsibility; *School Law; School Responsibility; *Student Participation; Torts
This chapter includes all cases involving student-athletes, coaches, athletic directors, athletic associations, booster organizations, sports programs and events, and sports facilities and equipment at both the K-12 and higher education levels. However, no case law is discussed that pertains to physical education instruction or intramural participation. The cases are discussed in the following sections: (1) eligibility; (2) equality of programs; (3) enforcement of rules; (4) tort; (5) employment; (6) contract disputes; (7) discrimination; (8) First Amendment issues; and (9) miscellaneous. (MLF)

ED 318 155 EC 230 557

Sitlington, Patricia L.; Frank, Alan R.
Iowa Statewide Follow-up Study: Adult Adjustment of Individuals with Mental Disabilities One Year after Leaving School.
Iowa State Dept. of Education, Des Moines. Div. of Instructional Services.
PUB DATE- Jun 89
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dropouts; *Education Work Relationship; Followup Studies; High School Graduates; *Independent Living; Leisure Time; Marital Status; *Mental Retardation; *Outcomes of Education; *Social Adjustment; State Surveys; Underemployment; *Vocational Adjustment; Wages; Young Adults
IDENTIFIERS- Iowa

This study investigated the adult adjustment (1 year after leaving school) of 615 people with mental disabilities who had graduated from special education programs in Iowa in 1985 and 1986, as well as 62 dropouts who began in the same classes. Current living situation, leisure activities, and marital status were studied, with a special emphasis on employment status. Results indicated that 6.5% of graduates and 10% of dropouts met the criteria for success established for this study (these criteria varied according to instructional program model). Almost all subjects were single and living with a parent or relative. While over two-thirds were in competitive or sheltered jobs, under a third were working full-time. Employed graduates earned an average of $3.11 hourly; dropouts earned $3.51 per hour. Increased support and transitional services are recommended, as well as greater attention to pre-school factors that might provide a better foundation for later life. Includes 26 references. (Author/PB)

ED 318 170 EC 230 572

De Souza, Eros
Evaluation of Ozanam's Special Education Program.
PUB DATE- Aug 89
NOTE- 109p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Adolescents; *Emotional Disturbances; Males; *Program Evaluation; Psychiatric Services; *Residential Programs; Secondary Education; *Special Education; Student Attitudes; Teacher Attitudes
IDENTIFIERS- *Ozanam Home for Boys Inc MO
The special education program of Ozanam Home for Boys, Inc. (Kansas City, Missouri), a private residential psychiatric facility serving about 60 emotionally disturbed adolescent males, was examined. Detailed eco-behavioral data were collected on a sample of one "active" student, one "passive" student, and two controls. Data for all four students showed that the most frequently occurring composite throughout observed lessons was active academic response, followed by passive response and competing behaviors. The entire population of 70 students and 15 teachers was queried concerning satisfaction with the program. Students frequently praised the teachers for their help and reported progress academically, behaviorally, socially, and emotionally. Teachers reported student academic progress, support from the administration, and an overall pleasant school atmosphere. Achievement data from past cohorts (N=73) showed a weak trend in gain scores from pre-test to post-test. The 21 out of 79 former students who were able to be contacted appeared to be functioning at an average level. The evaluation report concludes with seven bibliographic references, observation code definitions, and copies of the student and teacher questionnaire. (JDD)

ED 318 199 EC 230 829

Marcell, Michael M.; Croen, Pamela S.
Vocabulary Comprehension by Down Syndrome Adolescents.
PUB DATE- Aug 89
NOTE- 6p.; Paper presented at the Annual Convention of the American Psychological Association (97th, New Orleans, LA, August 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Comprehension; *Downs Syndrome; Elementary Secondary Education; Language Skills; *Mental Retardation; Multivariate Analysis; Nonverbal Tests; *Receptive Language; Student Evaluation; *Vocabulary Skills

This study probed whether or not a distinctive Down syndrome (DS) pattern could be found in the realm of vocabulary comprehension. Groups of 29 each of DS adolescents, non-DS mentally retarded (MR) adolescents, and nonretarded children were statistically matched on receptive vocabulary ability; DS and MR groups were also matched for chronological age. The DS and MR groups had mean chronological ages of 209.6 and 209.8 months, respectively. The mean chronological age of the nonretarded group was 62.6 months; the mean age equivalence scores of the two adolescent groups were 56.7 months (DS) and 57.9 months (MR). Subjects were tested on the Peabody Picture Vocabulary Test-Revised, a nonverbal test of receptive language. Multivariate analyses indicated that DS and MR groups did not differ in understanding of the words in any category and in fact showed higher levels of comprehension than the nonretarded group in two categories, implying that DS individuals do not show specific deficiencies in vocabulary comprehension. (PB)

ED 318 257 FL 018 510

Bras, Monique
Le programme "La francophonie": Une approche internationale et interdisciplinaire (The Francophony Program: An International and Interdisciplinary Approach).
PUB DATE- 77
NOTE- 15p.; In: Dimension: Languages 77. Proceedings of the Southern Conference on Language Teaching (Orlando, FL, October 1977).
LANGUAGE- French
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Television; *French; Higher Education; *Individualized Instruction; Instructional Materials; *Interdisciplinary Approach; *International Cooperation; *Languages for Special Purposes; Material Development; Program Descriptions; Second Language Instruction; Videotape Recordings
IDENTIFIERS- *North Carolina Central University

The origins, development, and organization of a set of instructional materials entitled "La Francophonie" at North Carolina Central University are described. The project grew out of American students' disaffection for language learning in the mid 1960's and the narrow focus of much college-level instruction. The program consists of two components: a television course with 18 episodes, and an individualized and interdisciplinary course of instruction. The first part of the program is an effort to place French language instruction in an international context, presenting the language as a medium of communication for millions of people of different races, origins, and nationalities. The videotapes outline the geographic distribution and cultural uses of French and French-speaking peoples around the world and suggest the value of knowledge of the language in professional contexts. The second component is a 3-trimester instructional program in which the study of French is oriented toward francophone perspectives and tied closely to the student's major and future profession. The disciplines with which the program has been aligned include nursing, business, journalism, biology, and home economics. The general plan includes study of discipline-specific vocabulary, linguistic structures, and phonetics, presentation of reports, specialized reading, exercise in dialogue, progress testing, and a final exam. (MSE)

ED 318 346 HE 023 422

Supplemental Student Loans: Who Are the Largest Lenders? Fact Sheet for Congressional Requesters.
General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-90-72FS
PUB DATE- Feb 90
NOTE- 34p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 25% discount on orders for 100 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Banking; *Federal Programs; Financial Services; Higher Education; *Loan Repayment; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Supplemental Loans for Students Program

The Supplemental Loans for Students (SLS) program provides market-rate loans to postsecondary students. This report presents information on SLS loan volume and default data for the 10 largest SLS lenders from nine guaranty agencies, for fiscal years 1987, 1988, and 1989. Data for both proprietary and nonproprietary schools and for both freshmen and nonfreshmen students are included. Findings show that the nine guaranty agencies' 10 largest lenders loaned a cumulative total of about $2.5 billion--of the $4.8 billion in SLS loans made by all lenders--during the 3-year period. The lenders' loan defaults amounted to $250 million during fiscal years 1987 through 1989. The report also includes a list of nine related General Accounting Office products. (JDD)

ED 318 389 IR 014 061

Satellite Home Viewer Copyright Act. Hearings on H.R. 2848 before the Subcommittee on Courts, Civil Liberties, and the Administration of Justice of the Committee on the Judiciary, House of Representatives, One Hundredth Congress (November 19, 1987 and January 27, 1988).
Congress of the U.S., Washington, D.C. House Committee on the Judiciary.
PUB DATE- 89
NOTE- 751p.; Serial No. 89. Portions contain marginally legible type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF04/PC31 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Cable Television; *Communications Satellites; *Copyrights; Federal Legislation; Hearings; *Intellectual Property; *Legal Responsibility; *Policy Formation; Telecommunications
IDENTIFIERS- Congress 101st
These hearings on the Satellite Home Viewer Copyright Act (H.R. 2848) include: (1) the text of the bill; (2) prepared statements by expert witnesses (including executives of satellite companies, the Motion Picture Association of America, and cable television associations); (3) transcripts of witness testimonies; and (4) additional statements (consisting mostly of letters from telecommunications executives to Congressman Robert W. Kastenmeier). Appended are legislative materials (Parts 1 and 2 of House of Representatives Report Number 100-887, on the Satellite Home Viewer Copyright Act), additional materials provided by witnesses, and miscellaneous correspondence. (GL)

ED 318 404 IR 014 308

Hatfield, Dale N.
Where is the "A" in ONA? Draft.
PUB DATE- Oct 89
NOTE- 12p.; Paper presented at the Annual Telecommunications Policy Research Conference (17th, Airlie House, Warrenton, VA, October 1-3, 1989). For other papers of this conference, see IR 014

305-322. Poor quality type throughout.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Federal Regulation; *Policy Formation; *State Legislation; *Telecommunications; *Telephone Communications Systems
IDENTIFIERS- Broadcast Economics; *Open Network Architecture; Regulatory ies
This examination of the open network architecture (ONA) concept and what can be expected as it is currently being implemented begins by defining the open architecture concept as the term is used in the communications and data processing fields. The marketplace benefits that flow from an open architecture are then summarized and the additional public policy benefits that could be achieved if ONA principles were applied to local exchange networks of the Bell Operating Companies (BOCs) are described. The Common ONA Model put forth by the BOCs is compared with the definition of a true open architecture, and it is concluded that the Common ONA Model represents a closed rather than an open architecture. Noting that this places the marketplace and regulatory expectations of ONA in doubt, it is argued that there is little incentive for the BOCs to embrace a true form of open architecture. Another policy option is recommended which suggests abandoning the idea of further unbundling of the local exchange network; instead, it calls for a legislatively mandated program for encouraging--rather than just permitting or, even worse, discouraging--competition in the provision of ordinary local exchange service. (GL)

ED 318 083 EA 021 632

Lake, Sara
The Rationale for the Middle Level School. Practitioner's Monograph No. 9.
California League of Middle Schools, Sacramento.
PUB DATE- Dec 89
NOTE- 21p.
AVAILABLE FROM- Publications, California League of Middle Schools, 2401 L Street, Sacramento, CA 95816 ($4.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adolescents; *Educational Philosophy; *Effective Schools Research; *Instructional Program Divisions; Junior High Schools; *Middle Schools; Program Implementation; *School Effectiveness; *Student Needs
IDENTIFIERS- *Historical Background
Almost from the beginning, the junior high school was based on the same vision driving today's middle level schooling: the creation of a unique middle tier of education that bridges the gap between elementary and secondary education and focuses on meeting early adolescent students' academic and personal needs. In the 1950s and 1960s, middle school advocates claimed that the junior high school had failed to realize its philosophy because it slavishly imitated the senior high school's subject orientation, departmentalized teaching, reliance on lecture methods, sophisticated social activities, and competitive interscholastic sports. Arguing that early adolescents need more acceptance and less competition, these advocates offered alternative practices: (1) a more intimate, personal environment created by team organization and teacher advisor programs; (2) interdisicplinary instruction; (3) varied learning strategies to accommodate adolescent curiosity and restlessness; (4) exploratory and elective programs to help expand students' horizons; and (5) appropriately designed cocurricular programs. Grade organization is not as important as program quality. New research indicates that when implemented, middle level practice is effective. Both philosophy and practice are supported by dropout studies, effective schools research, and research on corporate excellence. Certain educational restructuring movement features resemble ideas pioneered decades ago by middle level educators. (35 refernces) (MLH)

ED 318 113 EA 021 757

Cuellar, Alfredo
School Principals in Mexico: A Research Agenda.
PUB DATE- 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Characteristics; *Change Agents; Data Collection; *Educational Change; Educational Policy; Elementary Secondary Education; Foreign Countries; *Information Dissemination; Leadership Responsibility; *Modernization; *Principals; *Research Needs; Work Experience
IDENTIFIERS- *Mexico
Mexico's recent history has been characterized by critical economic and political conditions that have eclipsed discussions of topics such as education. This paper views school principals as a key component of educational progress. If the current government's modernization policy included education, it would first be necessary to consider changes related to students and teachers. These two changes are difficult, costly, and politically sensitive. Principals, among the third category of changes, can be important catalysts for change, as research shows. Only a limited number of studies on school principals have been conducted in Mexico and other Latin American countries. In Mexico, principals are appointed using an obsolete ladder merit system that hinders consideration of administrative and leadership skills. This system is bureaucratic and seniority-driven, as shown in a recent Mexicali study. The same investigation revealed that principals delegated heavy workloads to assistant principals and that women secondary school administrators were practically nonexistent. A major problem is lack of a mechanism for organizing information and disseminating it to the professional public. A research agenda is proposed that focuses on (1) information gathering and dissemination (through ERIC); (2) ideal principal profiles; (3) diagnosis of principals' differences; (4) cultural and organizational change; (5) the role of professional organizations; and (6) professional preparation alternatives. (38 references) (MLH)

ED 318 126 EA 021 819

Rasell, M. Edith; Mishel, Lawrence
Shortchanging Education: How U.S. Spending on Grades K-12 Lags Behind Other Industrial Nations. Economic Policy Institute Briefing Paper.
Economic Policy Inst., Washington, DC.
PUB DATE- Jan 90
NOTE- 31p.; For the U.S. Department of Education's analysis and rebuttal of this report, see EA 021 820.
AVAILABLE FROM- Publications, Economic Policy Institute, 1730 Rhode Island Avenue, NW, No. 812, Washington, DC 20036 ($2.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Economics; *Educational Finance; Elementary Secondary Education; *Financial Support; Foreign Countries; Private Financial Support; School Support
Because the United States spends comparatively more than other countries on higher education, when expenditures on all levels of education are calculated--pre-primary, primary, secondary, and post-secondary--America is in a three-way tie for second place among the 16 industrialized countries examined within this report; however, when spending for primary and secondary education alone is compared with expenditures abroad, the U.S. ranking falls to a tie for 12th place. And when adjustments are made for enrollment size, America drops to 14th place. When only public spending levels on education are compared, again the United States ranks 14th of the 16 industrialized nations. America's comparatively weak investment in K-12 education is not the result of an efficient administrative structure or favorable demographics; instead, due to the unique characteristics of the American school system and society, the United States might be expected to spend proportionately more than other countries. The spending gap appears particularly wide between the youngest American and foreign children. Many of our competitors have a stronger commitment to early childhood education, and some have nearly universal prekindergarten enrollments. Given the investment level in elementary and secondary education, it is not surprising that America is also slipping behind in comparative performance measures. The methodology for comparing expenditures and the education share of national spending are appended. (10 tables, 16 endnotes, 5 references) (KM)

ED 318 140 EC 230 091

Rovet, Joanne F.; And Others
Intellectual Characteristics of Diabetic Children at Diagnosis and One Year Later.
Hospital for Sick Children, Toronto (Ontario).
PUB DATE- 89
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; *Cognitive Ability; Correlation; *Diabetes; Foreign Countries; *Intelligence Quotient; Longitudinal Studies; Spatial Ability; Verbal Ability; Young Children
A longitudinal investigation of neurocognitive function was conducted on 63 newly diagnosed pediatric patients with insulin-dependent diabetes mellitus (IDDM) at onset of illness and 1-year post diagnosis. The results at diagnosis, when the children were ages 4 months to 12 years, revealed no differences compared to sibling controls, nor any specific impairment predating illness. No evidence of any acquired impairment was found following 1 year of diabetes, although children who developed IDDM before age 5 performed more poorly than those with later onset on spatial tasks, while those with later onset scored lower on verbal tasks. Episodes of asymptomatic and mild chronic hypoglycemia were positively correlated with improved outcome over time. There were no adverse effects of severe hypoglycemia. Ketonuria and hospitalizations were associated with lower performance intelligence quotients 1 year post diagnosis, as was diabetic ketoacidosis at onset. The results are discussed in terms of critical periods of sensitivity of the brain to diabetes and the need for longer follow-up of these children. Includes 53 references. (JDD)

ED 318 185 EC 230 590

O'Reilly, Fran E.
Public School Choice: Implications for Children with Handicaps. Revised.
Decision Resources Corp., Washington, DC.; National Association of State Directors of Special Education, Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Feb 90
NOTE- 106p.; Parts of the document have marginal print. Twenty pages of the document have small print.
CONTRACT- 300-87-0155
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Admission (School); *Disabilities; Due Process; Educational Finance; Educational Trends; Elementary Secondary Education; *School Choice; Special Education; *State Legislation; *State Programs; *Student Placement; Transportation
This report describes recent gains in support for the movement to allow parents to choose the public school which their children attend. Reasons for the movement's growth and methods of implementing school choice plans are presented. The paper then focuses specifically on interdistrict school choice plans, identifying major aspects which are likely to affect special education programs and the ability of students with handicaps to participate in these types of choice programs. Five major issues are discussed: (1) responsibilities of the resident district; (2) criteria for student admission to nonresident school districts; (3) due process; (4) finance; and (5) transportation. The report discusses each of the major issue areas as they relate to special education and describes how each area has been addressed in five states with interdistrict choice plans (Arkansas, Iowa, Minnesota, Nebraska, and Ohio). A final section summarizes, by state, the provisions included in each state's legislation. An appendix reprints the school choice legislation of each of the five states. Includes two references. (JDD)

ED 318 214 FL 018 244

Perspectives in Foreign Language Teaching. Conference on the Teaching of Foreign Lanugages and Literatures (12th, Youngstown, Ohio, October 21-22, 1988).
Youngstown State Univ., OH. Dept. of Foreign Languages and Literatures.
SPONS. AGENCY- Martha Holden Jennings Foundation, Cleveland, Ohio.
PUB DATE- 88
NOTE- 123p.; For individual papers, see FL 018 245-254. Partially supported also by the International Institute Foundation of Youngstown, Inc.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Applied Linguistics; Business Administration Education; Career Development; Classroom Techniques; Diachronic Linguistics; Diagnostic Tests; *Educational Strategies; *Educational Technology; French; German; Grammar; Language Patterns; *Language Proficiency; Oral Language; Public Speaking; Radio; Reading Instruction; Realia; Second Language Instruction; Second Language Learning; Skill Development; Spanish; Technological Advancement; Videotape Recordings; Vocabulary; Writing (Composition); Writing Instruction
IDENTIFIERS- Minitel; Teletel

Selected conference papers address the following topics in the field of foreign language instruction: "The Use of Video as a Reading Tool in Spanish Intermediate Courses" (Julia Coll); "Oral Patterns and Written Composition" (Alan Farrell); "Using Reading to Promote Proficiency" (K. Eckhard Kuhn-Osius, Annette Kym); "The Application of Historical Linguistic Information to the Foreign Language Classroom" (Joel Rini); "What's in the Bag (and Why?): Tangibilia for the Classroom" (James M. Ogier); "Plus Ca Change: Minitel and Teletel, Electronic Marvels with Language Teaching Potential" (William J. Carney); "Use of Radio Plays and Video Tapes in Intermediate French and German Classes" (Anna Otten); "Diagnostic Testing: One Faculty's Experience" (Grover E. Marshall); "Public Speaking and International Career Development in the Foreign Language Business Course" (Susan M. Johnson); and "Teaching Grammar and Vocabulary for Proficiency" (Eileen W. Glisan). (MSE)

ED 318 228 FL 018 390

What We Can't Say Can Hurt Us. A Call for Foreign Language Competence by the Year 2000.
American Council on Education, Washington, DC. Div. of International Education.
PUB DATE- 89
NOTE- 21p.
AVAILABLE FROM- Office of International Education, American Council on Education, One Dupont Circle, Washington, DC 20036 ($4.00; bulk rates available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communicative Competence (Languages); *Educational Needs; *Educational Policy; Higher Education; Interdisciplinary Approach; International Relations; *International Studies; International Trade; *Language Proficiency; Second Language Learning

The new call to action on foreign language competence is addressed to administrators and academic officers of higher education institutions. Based on recent reports on education, it is proposed that American colleges and universities are not succeeding in equipping students to live and communicate in an international world, and that the problem can not be solved by foreign language departments alone. Focus and coordination are called for from leadership at the highest levels to produce and attain goals for foreign language competence by the year 2000. Recommendations for educational commitment and action address specific aspects of these general areas: providing continuity in language learning throughout the educational process; stressing language competence as a vital educational outcome; and providing institutional initiatives that will facilitate the language learning process for students and faculty. Common myths about language learning are outlined. Appended materials include a summary of information from recent reports concerning the current status of international and foreign language competence; and a collection of comments by policymakers in government, business, and education on the need for international and language competence. (MSE)

ED 318 242 FL 018 458

Berney, Tomi D.; Sjostrom, Barbara R.
New York City Bilingual Technical Assistance Center (BETAC), 1987-88.
OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Jun 89
NOTE- 16p.; For the 1986-87 report, see ED 298 787.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Education; *Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); *Inservice Teacher Education; Limited English Speaking; Program Evaluation; Program Implementation; School Districts; Second Language Instruction; *Staff Development; Technical Assistance
IDENTIFIERS- *Bilingual Education Technical Assistance Center NY
The New York City Bilingual Education Technical Assistance Center provided technical assistance and training to members of the instructional and administrative staffs working with limited-English-proficient (LEP) students throughout the city's 32 community school districts and the division of high schools. Specifically, in 1987-88 the program successfully: (1) provided technical assistance to schools with large numbers of LEP students; (2) planned and implemented citywide conferences for LEP students' parents speaking Chinese, Greek, Spanish, and Russian; (3) provided technical assistance to improve identification and placement of LEP students in bilingual education and English-as-a-Second-Language (ESL) programs; (4) provided technical assistance to bilingual/ESL programs to improve delivery of instructional services; (5) provided assistance to improve program evaluation; (6) planned and implemented the citywide Spanish spelling bee; (7) sponsored a statewide institute for supervisors and administrators on LEP student needs; and (8) conducted a citywide needs assessment and staff development project in mathematics and science for district personnel working with LEP students. Recommendations include exploring ways of addressing participants' requests for future workshops and developing a separate evaluation form for the parent conferences. (MSE)

ED 318 272 FL 800 002

Frost, Susan; Frazier, Connie
Rock Valley College Private Sector Partnerships for English Literacy. Final Report.
Rock Valley Coll., Rockford, Ill.
SPONS. AGENCY- Department of Education, Washington, DC.; Illinois State Board of Education, Springfield.
PUB DATE- 30 Jun 88
NOTE- 31p.; For related document, see FL 800 083.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *English (Second Language); Grants; *Inplant Programs; *Labor Education; Language Teachers; *Literacy Education; Program Descriptions; School Business Relationship; Teacher Education
IDENTIFIERS- *Rock Valley College IL; *Workplace Literacy
From August 12, 1987 to June 30, 1988, Rock Valley College, in cooperation with the Rockford Area Literacy Council and the college's English Language Study Center, administered a state grant entitled "Private Sector Partnerships for English Literacy." The goal of this project was to recruit and provide tutoring and classes for students of English second language literacy in their workplaces. The college-agency partnership functioned well, with each partner meeting its stated objectives. During the year, the project trained nine teachers of English as a Second Language (ESL), six of whom are actively teaching in the workplace. The project partners negotiated with management in 14 companies, tested the entire work force in 2 of the companies, and provided classes for 106 ESL students in 7 companies. All tuition, classroom space, textbooks, and in some cases, work release time were funded by the private sector for 86 of the ESL students. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 286 FL 800 097

Burnaby, Barbara
Parameters for Projects under the Settlement Language Training Program.
TESL Canada Federation, Toronto (Ontario).
SPONS. AGENCY- Employment and Immigration Canada, Ottawa (Ontario). Settlement Branch.
PUB DATE- Feb 89
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Course Content; *English (Second Language); Financial Support; Foreign Countries; *Immigrants; Instructional Materials; *Land Settlement; *Literacy Education; Needs Assessment; Outreach Programs; Professional Associations; *Program Design; Program Effectiveness; Proposal Writing; Second Language Programs; Teaching Guides; Teaching Methods; Volunteers; Womens Education
IDENTIFIERS- *Settlement Language Training Program (Canada)
Canada's Settlement Language Training Program (SLTP) began in 1986 to provide language training support for immigrants and refugees not bound for the labor force and likely to experience difficulties gaining access to language training through existing programs. Women in particular are targeted. The training is provided through community agencies. This paper reports on a 1987 study which looked at selected, representative projects to see if the projects met their own as well as SLTP objectives. The report contains the following: (1) background information on the SLTP and the work of the Teachers of English as a Second Language (TESL) with the program; (2) an outline of the main conceptual framework in which the SLTP has been considered in this report; (3) excerpts from the "Terms and Conditions," or general guidelines, set for the SLTP; (4) an explanation of terms and concepts used; (5) a discussion of SLTP project components (needs assessment, goal-setting, learner types served, proposal preparation, outreach, staffing, learner needs assessment, native language literacy, evaluation, scheduling, project format, methods and materials, funding uses, and volunteer use); and (6) resource lists, including adult ESL literacy courses, beginning adult ESL courses, workbooks and other materials for beginning adult ESL and literacy, teacher guidance materials on ESL and literacy, and ESL and literacy organization contacts. (MSE)
(Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 301 FL 800 119

Spener, David
Setting an Agenda for Study in Home-Based ESL Classes with Native Speakers of Spanish.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *English (Second Language); *Group Discussion; *Home Study; *Literacy Education; Second Language Instruction; *Spanish Speaking; Student Educational Objectives; Teaching Methods; Volunteers

A method for volunteer teachers to help students set learning objectives in a home-based English-as-a-Second-Language program for native Spanish-speakers is presented. The philosophy is that in this kind of learning program, real-life language situations are most appropriate for language study and mastery, and that those situations are best chosen by the students themselves. The method involves asking questions of the group as a whole concerning English language use, and difficulties, goals, and personal interests. Each student responds in turn to each question, and responses are recorded. Themes are then extracted from the responses and prioritized by the group. A planning form is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 316 HE 023 304

College and University Distribution of Employees by Racial/Ethnic Category and Gender. New York State. 1987-88.
New York State Education Dept., Albany. Office of Postsecondary Policy Analysis.
PUB DATE- May 89
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; Blacks; *College Faculty; College Students; *Ethnic Groups; *Full Time Faculty; Graduate Study; Higher Education; Hispanic Americans; *Minority Groups; *Part Time Faculty; Private Schools; Proprietary Schools; State Universities; Two Year Colleges; Undergraduate Study; White Students
IDENTIFIERS- Higher Education Data System; *New York

The 39 tables in this report contain data concerned with characteristics of staff of institutions of higher education in New York 1987-88. Data were obtained from the Higher Education Data System. Definitions of the occupation categories used in the report precede the tables. All tables present data by racial/ethnic category and the sector (State University of New York, City University of New York, independent institutions and proprietary institutions) and level (two-year or four-year). Tables present data separately for men, women, and total men and women for the following categories: full-time instructional faculty, full-time executive/managerial staff, full-time other professional staff, full-time support staff, full-time combined staff, part-time instructional faculty, part-time other professional staff, part-time support staff, part-time combined staff, full-time new hires--instructional faculty, full-time new hires--other professional and combined staff. (DB)

ED 318 331 HE 023 387

Dilts, Susan W., Ed.; And Others
Peterson's Guide to Four-Year Colleges: 1990.
REPORT NO.- ISBN-0-87866-847-0
PUB DATE- 89
NOTE- 2,697p.
AVAILABLE FROM- Peterson's Guides, 202 Carnegie Center, P.O. Box 2123, Princeton, NJ 08543-2123 ($15.95--softcover; ISBN-0-87866-848-9--hardcover).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Admission; *College Choice; College Environment; College Freshmen; *Colleges; College Students; Eligibility; Enrollment; Higher Education; Majors (Students); Student Financial Aid; Tuition; Undergraduate Study; Universities
This directory contains profiles of approximately 1,900 four-year accredited baccalaureate-degree-granting institutions in the United States, U.S. territories, and Canada. Introductory information covers the following topics: "What You Need to Know About College Admissions," "Understanding Financial Aid," "Taking Standardized Tests," "The Freshman Year," "Looking at Majors and Careers," "For Parents Only," "For Further Reference," and "How to Use the College Directories and Profiles". Four directories to the profiles include a geographical table of vital statistics, an entrance difficulty directory, a cost ranges directory, and a majors directory. Institutional changes since the 1989 edition are separately identified. Profiles typically contain the following information: enrollment figures, costs, entrance difficulty, scores on admissions tests, general information, undergraduate profile, 1988 freshman data, enrollment patterns, freshman admissions, transfer admissions, graduation requirements, expenses, financial aid, special programs, housing, campus life/student services, athletics, majors, and a contact name or office. In addition to the profiles, two-page college descriptions with photographs are included for many of the institutions. Also provided is information on the Reserve Officers' Training Corps (ROTC) program, a listing of institutions which offer ROTC, an index, and a listing of available college videos. (DB)

ED 318 374 HE 023 456

Plante, Patricia R.; Caret, Robert L.
Myths and Realities of Academic Administration.
American Council on Education, Washington, D.C.
REPORT NO.- ISBN-0-02-897335-6
PUB DATE- 90
NOTE- 146p.
AVAILABLE FROM- Macmillan Publishing Company, 866 Third Avenue, New York, NY 10022 ($27.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrators; *Beliefs; *College Administration; College Presidents; Deans; Decision Making; Higher Education; *Influences; Leadership; *Role Perception

An attempt is made to demythologize certain aspects of academic administration that even knowledgeable and experienced academic administrators often ignore at the peril of effective leadership. Eight essays are presented which question these myths associated with upper level administration in universities. These myths tell us that administrators will (1) experience a honeymoon, (2) lead a hyperkinetic life, (3) inherit untouchables, (4) yearn for the classroom, (5) equivocate, (6) be torn by conflicting constituencies, (7) find a way, and (8) be lonely at the top. Each discussion is followed by a collection of views on the topic from practicing administrators. The definition of a myth, as used in this context, is given as a received idea containing some portion of truth--however small. It is noted that these myths for administrators are received ideas that are not much more than shared stories that attempt to impose some order and meaning on professional lives spent in a slightly anarchical academic world. (GLR)

ED 318 419 IR 014 323

Bates, A. W.

Satellites for Commonwealth Education: Some Policy Issues. Main Report.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.

REPORT NO.- IET-Paper-270
PUB DATE- 10 Oct 87
NOTE- 64p.; For related case studies, see IR 014 324.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; *Administration; *Communications Satellites; Databases; Developing Nations; *Distance Education; *Educational Planning; Educational Television; Foreign Countries; Policy; Programing (Broadcast); *Telecommunications
IDENTIFIERS- *British Commonwealth

The Commonwealth Secretariat commissioned Educational Technology Associates to conduct a study on the educational use of satellites for the Commonwealth Secretariat's Education Program. The study had the following aims: (1) to identify the policy issues that need to be addressed by ministries of education, universities, and other educational bodies in developing Commonwealth countries with respect to the educational use of satellites; (2) to describe the regulatory issues on which either individual or collective government action may be appropriate; (3) to review Commonwealth experience on educational applications of satellites, regulatory issues, costs, and technical issues; and (4) to examine the possibility of access to databanks from remote locations through satellite communications. The report includes a summary of case studies on Australia, Canada, India, the South Pacific, and the West Indies; discussions of the current status of satellite applications and of the potential of satellites in distance education; and considerations of equipment and costs, planning and management, institutional cooperation, and programming source (indigenous or imported). The report concludes with a set of 22 recommendations. Data on Commonwealth countries using satellites are displayed in five appended tables. (55 references) (GL)

ED 318 433 IR 014 339

Honig, Alice S.; Wittmer, Donna Sasse
Infant/Toddler Caregiving: An Annotated Guide to Media Training Materials.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0750-4
PUB DATE- 88
NOTE- 109p.
AVAILABLE FROM- Bureau of Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($8.75).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Audiotape Recordings; *Audiovisual Aids; *Child Caregivers; *Films; Filmstrips; Instructional Materials; Postsecondary Education; Preschool Education; *Slides; Training; *Videotape Recordings
This guide represents the first attempt to survey and record all the currently available videos, films, filmstrips, slide cassette programs, and audio programs that have been developed to train caregivers of children under age three. The reviews were completed in 1986. Annotated selections are entered alphabetically. Above each title a symbol identifies the type of media for the entry. Following the title, key identifiers (such as anger, feeding, and language development) help identify the entry in terms of specific topics for caregivers. A detailed description of each entry follows, providing a clear idea of the content and method of conveying the main ideas. This is followed by the reviewers' rating of the entry's audiovisual quality and content according to four categories of quality (excellent, good, fair, or poor). In addition, appropriate audiences are specified (for example, caregivers, parents) and other pertinent information is provided, including the address or telephone number to use to obtain the media item; the production date; the length, format, and price; and whether or not a guide or booklet is provided. Also included are an index of annotated titles with audiovisual information; the complete list of mediated materials for caregivers of infants and toddlers that were reviewed for this project; a list of key identifiers for films, videos, filmstrips, and slide cassette programs; and an alphabetical index of key identifiers. (GL)

ED 318 043 CS 507 092

Gayle, Barbara
A Participatory Learning Approach to Teaching Organizational Video.
PUB DATE- Feb 90
NOTE- 19p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Sacramento, CA, February 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *Class Activities; Higher Education; *Learning Activities; Learning Processes; *Organizational Communication; Speech Communication; *Student Projects; Teaching Methods
IDENTIFIERS- *Video Tape Production; Video Technology
Teaching organizational video is best accomplished by integrating organizational communication theory, rhetorical theory, and video production planning in one course. Focus on the individual project is the most beneficial as a stand-alone segment and as a highlight of the planning process that may be part of a corporate communication employee's job. A case study was developed that gives students an opportunity to participate in an actual planning process for an organizational video much like that in an actual job situation. It is designed to include some of the organizational problems now being addressed by organizational videos. The organization within the study has multi-faceted problems, not all of which are communications problems, so that students will think about the limitations of the video as well as all the

possibilities. After students complete a needs analysis plan and an audience analysis/profile, they set goals and objectives for their proposed video. Next, students decide on the format they want to use, describe their treatment of the format, and plan promotional materials that might accompany their video. Allowing students to participate actively in the learning process increases the likelihood of both retention and transference of course materials and empowers students with a sense of their own abilities. (Appendixes include the course syllabus and the organizational video case study. Thirty-nine references are attached.) (MG)

ED 318 099 EA 021 707

MacPhail-Wilcox, Bettye; Beezer, Bruce
Finance.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 89
NOTE- 23p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law 1989. National Organization on Legal Problems in Education, 1989 (EA 021 700), p175-96.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- Compliance (Legal); *Court Litigation; *Educational Finance; Elementary Secondary Education; Employer Employee Relationship; Equal Education; Federal Aid; Federal Courts; Legal Problems; Legal Responsibility; *Private School Aid; Private Schools; Public Schools; School District Spending; School Funds; *School Law; *School Taxes; State Aid; State Legislation; *Tax Allocation
IDENTIFIERS- Supreme Court
In 1988, there were two United States Supreme Court decisions regarding school finance. One decision upheld the constitutionality of a North Dakota statute regarding transportation fees, and the other decision ruled that interest from state and local government bearer bonds was subject to federal income taxation. Cases discussed in this chapter fall under three major topics: (1) public funds for private schools; (2) sources and allocations of public school funds; and (3) school tax issues. Federal appellate court cases included decisions on issues associated with fund reimbursement, misspent federal funds, allocation of capital expenditures, and the constitutionality of chapter 1 expenditures for mobile classrooms to sectarian schools. State courts litigated cases concerning both substantive and procedural issues related to a state's school finance system, continuance of teacher salary supplements, disputed state aid calculations, school fees, and athletic activity funds. School tax cases dealt with questions associated with assessment, collection, exemptions, uses, elections, and disbursement. (MLF)

ED 318 156 EC 230 558

Cooley, W. Carl; And Others
Reactions of Mothers and Medical Professionals to a Film about Down Syndrome.
PUB DATE- 26 Oct 89
NOTE- 29p.; Paper presented at a Conference of the American Academy for Cerebral Palsy and Developmental Medicine (San Francisco, CA, October 26, 1989) and the International Down Syndrome Convention (Jerusalem, Israel, March 23, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Rearing; *Counselor Attitudes; *Downs Syndrome; Family Problems; *Genetics; *Mothers; Nurses; *Parent Attitudes
IDENTIFIERS- *Prenatal Diagnosis

This study compared the beliefs of mothers (N=36) of persons with Down Syndrome with the beliefs of genetic counselors (N=28) and nurses (N=32) about parenting children with Down Syndrome and about prenatal diagnosis. All subjects were shown a videotaped discussion by parents of persons with Down Syndrome and then responded to a questionnaire. Major findings included: 89% of mothers felt the film was an accurate portrayal of parental attitudes compared with 14% of genetic counselors and 40% of nurses; 92% of mothers thought the film was of "high" educational value compared to 30% of genetic counselors; 48% of genetic counselors felt that problems outweighed benefits in parenting a child with Down syndrome, but 94% of mothers and 83% of nurses thought that benefits predominated; and 56% of genetic counselors believed that parents of a person with Down syndrome would choose to abort a subsequent affected fetus, while only 8% of mothers and 10% of nurses agreed. Contains 30 references. (DB)

ED 318 200 EC 230 830

Conversion: Restructuring for Integrated Community Placement. NARF Monograph Series.
National Association of Rehabilitation Facilities, Washington, DC.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 24p.; For a related document, see EC 230 831.
GRANT- G008745415
AVAILABLE FROM- National Association of Rehabilitation Facilities, P.O. Box 17675, Washington, DC 20041 ($2.98 members; $5.00 nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Programs; *Disabilities; *Employment Programs; Ethics; Financial Support; Legislation; *Policy; Position Papers; Postsecondary Education; Rehabilitation Centers; *Rehabilitation Programs; Residential Programs; Resource Allocation; *Vocational Rehabilitation
IDENTIFIERS- *National Association of Rehabilitation Facilities; *Supported Employment Programs

This booklet presents the positions of the National Association of Rehabilitation Facilities (NARF) on issues relating to supported employment in community settings and conversion of resources from previous programs for new applications. The booklet discusses NARF's previous statements, the legal basis for conversion of resources, proactive involvement, the philosophy of conversion resource allocation, risk containment in developing supported employment programs, planning for conversion, and decision ethics. Includes 15 references. (PB)

ED 318 141 EC 230 093

Jackson, James; Mitchell, Beatriz
Special Education in New Mexico: A Guide for Parents and Advocates. Revised.
Protection and Advocacy System, Albuquerque, NM.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 74p.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Access to Education; *Child Advocacy; Civil Rights; *Disabilities; Due Process; Educational Finance; Elementary Secondary Education; Federal Legislation; Handicap Identification; Individualized Education Programs; *Parent Rights; Preschool Education; Special Education; State Legislation; Student Placement; Student Records; *Student Rights
IDENTIFIERS- *New Mexico
The manual's purpose is to serve as a tool to help parents and advocates to secure an appropriate education for handicapped children in New Mexico. Provisions of the federal and New Mexico laws and regulations which protect the rights of handicapped children are described. Funding for special education is explained, focusing on the state funding formula, the levels of special education programs, funding of ancillary services, and federal funding. Identification, referral, and evaluation procedures are discussed, with guidelines on parents' rights during this process. The functions of the Educational Appraisal and Review Committee, which determines eligibility, places, and develops services for handicapped children, are explored. Also discussed is the school's effort to provide continuity or necessary change in the child's program through annual review of the Individualized Education Program and comprehensive re-evaluations every 3 years. Parents' rights concerning access to school records are noted. Methods are suggested for resolving disputes between parents and school personnel. Appendices include a list of special education advocacy resources in New Mexico and several sample administrative forms. (JDD)

ED 318 171 EC 230 573

Smith, Barbara, Ed.
Mapping the Future for Children with Special Needs: P.L. 99-457.
American Association of Univ. Affiliated Programs for the Developmentally Disabled, Washington, DC.; Iowa Univ., Iowa City.; Utah State Univ., Logan.; Washington Univ., Seattle.; Wisconsin Univ., Madison.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- 88
NOTE- 155p.
AVAILABLE FROM- University of Iowa, 5295 Hospital School, Iowa City, IA 52242 ($3.50, quantity discount available).
LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administration; *Delivery Systems; *Disabilities; *Early Intervention; Evaluation; Family Programs; *Federal Legislation; Federal Programs; Handicap Identification; Infants; Needs Assessment; Personnel Needs; Preschool Education; *Program Development; Program Implementation; Statewide Planning; Toddlers
IDENTIFIERS- *Education of the Handicapped Act Amendments 1986

This volume addresses the needs of decision-makers involved in implementing Public Law 99-457, Part H, which establishes a federal discretionary program to help states plan and implement a comprehensive, coordinated interdisciplinary program of early intervention services for children from birth through age 2. Chapter titles include the following: "P.L. 99-457: A Map for Planning Statewide Early Intervention," "What Children and Families Will Be Served through the System?," "How Will These Children and Families Be Brought into the System?," "What Strengths and Needs Do These Children and Families Have? Evaluation," "How Will the Needs of Children and Families Be Met? Establishing Goals, Identifying a Case Manager, Services, and Financing Services," "What Personnel Will Be Needed to Provide These Resources and Services and How Will They Be Prepared?," and "What Kind of Management and Monitoring Is Needed to See That the Goals of Early Intervention Are Accomplished?" A list of references accompanies each chapter. (JDD)

ED 318 302 FL 800 124

Isserlis, Janet
ESL Literacy: What's Working, Why and How--Family Literacy.
PUB DATE- 90
NOTE- 17p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (24th, San Francisco, CA, March 6-10, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); *Family Programs; Instructional Materials; *Intergenerational Programs; *Literacy Education; *Program Design; *Program Effectiveness; Second Language Instruction
Experiences with family and intergenerational programs in English

Second Language (ESL) literacy are reviewed, and factors that contribute to their success are discussed. It is suggested that as the notion of literacy expands, conceptual boundaries of the population of learners must expand also. While there is much to be learned from existing program models and procedures, each program must be linked to its own setting and learners. Intergenerational learning necessitates collaboration across formerly separate domains. Practitioners are urged to study a variety of programs and determine the need for adaptation or reworking to transfer to another setting, examining options thoroughly and choosing carefully and with an eye to the best use of available resources. Proactive rather than reactive program planning is emphasized. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 347 HE 023 423

Pell Grants: How the Department of Education Estimates Program Costs; Briefing Report to the Chairman, Subcommittee on Labor, Health and Human Services, and Education, Committee on Appropriations, U.S. Senate.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-90-73BR
PUB DATE- Feb 90
NOTE- 43p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free; additional copies $2.00 each; 25% discount on orders for 100 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Numerical/Quantitative Data (110)
DESCRIPTORS- *Cost Estimates; Federal Programs; Higher Education; Income Contingent Loans; Program Budgeting; *Program Costs; *Student Loan Programs; Trend Analysis
IDENTIFIERS- *Pell Grant Program

This report describes the Department of Education's process for estimating costs of the Pell grant program, which provides grants to financially needy students pursuing a postsecondary education. The Department uses a three-step process to develop its Pell grant budget estimate: a computer cost model incorporating over 30 economic indicators, a series of adjustments to reflect program changes that the model does not include, and budgetary adjustments. Historically, the Department's cost model estimate has been a reasonably accurate predictor of program costs. Factors which contributed to the Department's revision of the fiscal year 1990 budget request are determined, and are attributed to: savings expected to accrue from legislative changes, increased cost model estimates based on revised economic indicators, increase in number of grant recipients, and lower estimated costs for financial aid administrators' discretion. Tables compare Pell grant cost model estimates, actual program costs, and final budget requests. (JDD)

ED 318 390 IR 014 218

Kotze, Paula
Implementing Computer-Aided Instruction in Distance Education: An Infrastructure. RR/89-06.
South Africa Univ., Pretoria.
PUB DATE- Aug 89
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; *Distance Education; Foreign Countries; Higher Education; *Individualized Instruction; *Instructional Development; Models; *Program Implementation
IDENTIFIERS- *University of South Africa
The infrastructure required for the implementation of computer aided instruction is described with particular reference to the distance education environment at the University of South Africa. A review of the state of the art of online distance education in the United States and Europe is followed by an outline of the proposed infrastructure for implementing computer aided instruction at the University of South Africa. There are seven major components in this infrastructure, which is derived from a general model followed at the University of Hagen: (1) an author and supervisor/mentor of a specific courseware package; (2) the author system for developing the courseware; (3) a course database for storing the courseware that is ready for distribution to the students; (4) a "network" for distributing the courseware, either via an electronic medium or via the postal system; (5) the tutor system on which students run their courseware, which is attached to a communication support where applicable; (6) a laboratory containing computer software material, other than courseware, for doing practical work; and (7) the student. Each of these components and the interrelationships among them are described in detail with the aid of flowcharts and diagrams. (27 references) (GL)

ED 318 405 IR 014 309

Eckhart, B. J.
ONA Implementation Impact. ONA Technical and Regulatory Issues.
PUB DATE- Oct 89
NOTE- 5p.; Paper presented at the Annual Telecommunications Policy Research Conference (17th, Airlie House, Warrenton, VA, October 1-3, 1989). For other papers of this conference, see IR 014 305-322. Poor quality type throughout.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Federal Regulation; *Policy Formation; *State Legislation; *Telecommunications; *Telephone Communications Systems
IDENTIFIERS- *Open Network Architecture; Regulatory Agencies
This paper discusses technical considerations surrounding open network architecture (ONA), specifically: (1) the technical characteristics of the Public Networks (Local Exchange Carriers LATA Networks); (2) the impact of ONA success on the Public Network and some concerns that will have to be addressed in the early implementation stages; and (3) concerns for the security of the Public Network in the light of a vigorous and successful development of open network architecture. It is concluded that: (1) from a technical point of view, ONA implementation will proceed at a rate that is frustrating to some, but which is bound by the technical realities of the Public Network; (2) anything that can expedite replacing the older switching technology will help; (3) as ONA is implemented and becomes used in interesting quantities, the Local Exchange Carrier will have to evolve equipment provisioning procedures and rules and, in all probability, will purchase more equipment; and (4) thought must be given to how signaling systems are extended to ensure that the traditional integrity of the American telephone network is preserved. (GL)

ED 318 420 IR 014 324

Bates, A. W.
Satellites for Commonwealth Education: Some Policy Issues. Case Studies: AUSSAT, Australia; Knowledge Network, Canada; INSAT, India; University of the South Pacific; University of the West Indies.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
REPORT NO.- IET-Paper-271
PUB DATE- 30 Sep 87
NOTE- 59p.; For the main report, see IR 014 323.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administration; Case Studies; *Communications Satellites; Computer Assisted Instruction; Costs; Developing Nations; *Distance Education; *Educational Television; Elementary Secondary Education; Foreign Countries; Higher Education; Policy; *Programing (Broadcast); *Telecommunications
IDENTIFIERS- *British Commonwealth
This report presents case studies on the use of satellites for education in five Commonwealth countries: Australia, Canada, India, Fiji, and Jamaica. Information provided in each of the case studies includes geography, production, the distribution system, regulation and management, and costs. Additional information given for the Australian National Satellite, AUSSAT, covers earlier projects; target groups and educational objectives; programing and teaching; utilization; planned projects; and evaluation, outcomes, and expected changes. Fourteen references are listed. Additional information on the Knowledge Network, a provincial educational communications authority in British Columbia, includes audiences; patterns of communication; and transmission and reception. The case study on INSAT, an Indian national satellite, also provides information on educational needs; earlier projects; target groups and educational objectives; programming; and patterns of communication. The description of the University of the South Pacific (Fiji) satellite project also covers earlier projects; target groups and educational objectives; programming; patterns of communication; utilization; duration; and evaluation findings. Four references are listed. Information provided on the satellite project of the University of the West Indies (Jamaica) also includes earlier projects; target groups and educational objectives; programming; patterns of communication; utilization; duration; and evaluation findings. Seven references are listed. (MES)

ED 318 057 CS 507 128

Pisoni, David B.; And Others
Research on Speech Perception. Progress Report No. 13.
Indiana Univ., Bloomington. Dept. of Psychology.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.
PUB DATE- 87
NOTE- 337p.; For other reports in this series, see CS 507 123-129.
CONTRACT- AF-F-33615-86-K-0549
GRANT- IRI-86-17847; NS-07134-09; NS-12179-11
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Acoustic Phonetics; Auditory Discrimination; *Auditory Perception; Communication Research; Computer Software Development; Infants; *Language Processing; Language Research; Linguistics; Speech; Speech Synthesizers
IDENTIFIERS- Indiana University Bloomington; *Speech Perception; Speech Research; Theory Development

Summarizing research activities in 1987, this is the thirteenth annual report of research on speech perception, analysis, synthesis, and recognition conducted in the Speech Research Laboratory of the Department of Psychology at Indiana University. The report includes extended manuscripts, short reports, progress reports, and information on instrumentation developments and software support. The report contains the following 15 articles: "Some Effects of Talker Variability on Spoken Word Recognition" (J. W. Mullenix and others); "Effects of Talker Variability on Recall of Spoken Word Lists" (C. S. Martin and others); "The Perception of Digitally Coded Speech by Native and Non-Native Speakers of English" (K. Ozawa and J. S. Logan); "F1 Structure Provides Information for Final-Consonant Voicing" (W. V. Summers); "Comparative Research on Language Learning" (J. A. Gierut); "Maximal Opposition Approach to Phonological Treatment" (J. A. Gierut); "The Effects of Semantic Context on Voicing Neutralization" (J. Charles-Luce); "Stimulus Variability and Processing Dependencies in Speech Perception" (J. W. Mullenix and D. B. Pisoni); "Some Observations concerning English Stress and Phonotactics Using a Computerized Lexicon" (S. Davis); "External Validity of Productive Phonological Knowledge: A First Report" (J. A. Gierut and others); "Effects of Changes in Spectral Slope on the Intelligibility of Speech in Noise" (R. I. Pedlow); "On the Arguments for Syllable-Internal Structure" (S. Davis); "The Identification of Speech Using Word and Phoneme Labels" (J. S. Logan); "Talker Variability and the Recall of Spoken Word Lists: A Replication and Extension" (J. S. Logan and D. B. Pisoni); and "SAP: A Speech Acquisition Program for the SRL-VAX" (M. J. Dedina). Lists of publications and of laboratory staff, associated faculty and personnel conclude the report. (SR)

ED 318 071 CS 507 143

Dudczak, Craig A.; Day, Donald L.
A Taxonomy of CEDA Debate Critics.
PUB DATE- Nov 89
NOTE- 31p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Classification; Communication Research; Correlation; Criteria; *Debate; Interrater Reliability; *Judges; Models; *Persuasive Discourse; Philosophy; Questionnaires; Speech Communication
IDENTIFIERS- Critics; Cross Examination Debate Association; Debate Theory; *Debate Tournaments
To develop a taxonomy of Cross Examination Debate Association (CEDA) critics, a study associated professed judging philosophy and responses to survey questions with ballot behavior and elaborated judging profiles. Subjects were debate critics who judged rounds at CEDA tournaments in the Northeast during the Spring 1989 season. In all, 13 critics had sufficient quantities of all three measures (questionnaire, philosophy statement, and ballots) to be included in the pilot study. First, analysis revealed that traditional paradigms are associated more strongly to key discriminators than are merged or new profile types. Second, the criteria discriminators, despite their limitations, were associated with relatively clearly defined profile types; however, these profile types are not conceptually coherent. Third, the present analysis suggests that at least the following profile types should be considered as targets of future research in CEDA paradigm use: value-comparison and argument skills, argument skills and hypothesis testing, argument critic, stock issues, and analytic centered. Finally, the descriptive boundaries between paradigms are porous and unreliable. The low correlation distinctiveness between profile types indicated that paradigm adherence by critics is not a highly valued behavior. Elaboration of criteria discriminators should reveal whether the traditional or profile candidates do support taxonomic elements which would inform debaters of real differences existing among their judge-critics. (One figure and nine tables of data are included; 19 endnotes and 14 references are attached.) (MG)

ED 318 084 EA 021 636

Thomas, Gloria Jean
Teacher-Employer Relations: A Legal Reference Guide for Educators.
PUB DATE- Aug 89
NOTE- 14p.; Edgar Morphet Dissertation Award acceptance speech delivered at the Annual Meeting of the National Conference of Professors of Educational Adminstration (Tuscaloosa, AL, August 13-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Awards; Court Litigation; Doctoral Dissertations; Elementary Secondary Education; Employer Employee Relationship; *Guides; *Legal Responsibility; Politics of Education; Public Schools; *School Law; *Teacher Administrator Relationship
A law-based dissertation which contains a 400-page legal reference guide for public school teachers and administrators in the area of teacher-employer relations is mentioned in this speech. A case law approach was utilized in understanding the issues involved in teacher-employer relations. The background, discussion, and trends are founded on legal decisions from the United States Supreme Court, federal Courts of Appeal, and state courts. In this presentation, the research procedures and chapter organizations of the dissertation are described. The reference guide is organized and presented in nine chapters: (1) contracts; (2) assignments and reassignments; (3) demotions; (4) discharge; (5) leaves of absence; (6) supplemental duties; (7) academic freedom; (8) personal freedoms; and (9) tort liability. A dissertation abstract and 21 selected citations are attached. (MLF)

ED 318 114 EA 021 758

Grady, Marilyn L.; Bryant, Miles T.
Critical Incidents between Superintendents and School Administrators: Implications for Practice.
PUB DATE- 90
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Problems; Administrator Role; *Board Administrator Relationship; Board of Education Role; *Conflict; Conflict of Interest; Critical Incidents Method; Elementary Secondary Education; Politics of Education; Role Conflict; School Administration; *Superintendents
IDENTIFIERS- *Nebraska
The superintendent's role may be difficult to manage simply because of the existence of a school board. To identify critical incidents that superintendents experienced in their work with boards of education, the superintendents of all 310 K-12 districts in Nebraska were mailed letters asking if they had experienced a critical incident with a school board/board member and if they would be willing to discuss the incident(s). Of the 98 percent of responding superintendents, 58 percent reported experiencing a critical incident; 80 of these superintendents, in the spring of 1989, were interviewed by telephone and responded to 10 open-ended questions. The 80 superintendents described 151 incidents, which were grouped into 12 categories. The most frequently cited critical incidents concerned school board members and their children, relatives, and friends; board members' children, who had been banned from athletic competition, dominated the category. The second most frequently cited critical incident concerned board members' interpretations of their roles. Incidents involving individuals elected to the board on a platform of firing the superintendent were prevalent in the third category. The reported incidents suggest that superintendent preparation should include human relations and mediating conflicting demands. (9 references) (KM)

ED 318 127 EA 021 820

Shortchanging Education: A Case Study in Flawed Economics. Technical Assessment.
Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- 23 Jan 90
NOTE- 14p.; For the complete report analyzed here, see EA 021 819.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Economics; *Educational Finance; Elementary Secondary Education; *Financial Support; Foreign Countries; Private Financial Support; School Support

The Economic Policy Institute (EPI) study, by measuring comparative education spending levels between the United States and other industrialized nations, shifts the focus of the education debate from the critical issue of how to reform American's education system to matching spending with other nations. The EPI calculates a country's education spending as the ratio of that country's educational expenditures to its national income. A superior method for equating education expenditure levels among countries is Purchasing Power Parity. When this method is used to equate per-student expenditures across nations, the ranking of countries changes dramatically from the EPI analysis. Because private spending constitutes a significant share of America's preprimary education, total U.S. spending for preprimary education is understated in the EPI report relative to the spending of other nations in which preprimary education is publicly supported. When pre-K through 12 spending is accurately compared to other nations, the U.S. ranks second only to Switzerland out of 22 Organization for Economic Cooperation and Development countries. A comparative review of 187 studies of the relationship between spending and achievement scores uncovered no significant correlation between the two; thus, the discussion on how to improve education must focus on how to improve the use of resources. (KM)

ED 318 186 EC 230 591

O'Reilly, Fran E.
State Special Education Finance Systems, 1988-89.
National Association of State Directors of Special Education, Washington, D.C.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Dec 89
NOTE- 105p.
CONTRACT- 300-85-0167
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Categorical Aid; *Disabilities; *Educational Finance; Elementary Secondary Education; *Equalization Aid; Financial Policy; *Resource Allocation; School Districts; Special Education; *State Aid

The report describes the approach used by each of the 50 states to fund educational and related services for children served as handicapped by the public schools. An initial chapter discusses state school finance systems, covering equalization and non-equalization aid formulas used for general aid, and special education funding formulas used for categorical aid. For each state, a description is given of the state funding mechanism used to distribute state resources for special education programs and services provided by local education agencies during the 1988-89 school year. State-by-state tables provide data on state aid programs, the relationship of special education funding to funding of general education and other categorical programs, funding of private school placements, factors included in state special education finance formulas, local education agency (LEA) fiscal responsibility for special education programs, special education funding formulas, and targeting of special education funds. Appendices contain a list of individuals in each state who may be contacted for greater detail regarding a state's formula, a list of 11 studies conducted by states regarding their special education finance systems, and a bibliography of 14 items. (JDD)

ED 318 215 FL 018 245

Coll, Julia
The Use of Video as a Reading Tool in Spanish Intermediate Courses.
PUB DATE- 88
NOTE- 9p.; In: Perspectives in Foreign Language Teaching. Proceedings of the Annual Conference on the Teaching of Foreign Languages and Literatures (12th, Youngstown, OH, October 21-22, 1988); see FL 018 244.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Cultural Awareness; Cultural Education; *Instructional Materials; *Reading Instruction; Second Language Instruction; *Spanish; Television Commercials; *Videotape Recordings
The use of videotape recordings as a means of providing background information to reading materials in the Spanish foreign language classroom is discussed in two parts. The first part illustrates an activity where television commercials, targeted at specific Hispanic groups, are viewed by students prior to the reading of short articles. This activity is helpful in sensitizing students to the characteristics that distinguish different Hispanic groups. In this activity, students view the video without sound, fill in charts about the action in the commercial, and re-view the video with sound to compare their responses. This exercise is followed up with other exercises, including relating the commerical to real-life situations, reading a supplementary article, engaging in discussion, and writing a reaction to the article. The second part demonstrates the viewing of a short story on video before reading it. After viewing the first 15 minutes of the video in silence, students respond to a series of questions about the video, its events, characters, vocabulary, and dialogue. Afterward, the exercises can be repeated for the rest of the story. Titles and sources of recommended prerecorded story videos are listed. (MSE)

ED 318 229 FL 018 405

Wilkinson, Robert
Trends in European English.
PUB DATE- 89
NOTE- 20p.; Revised version of a paper presented at the European Business School (Oestrich-Winkel, West Germany, October 27, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Diachronic Linguistics; *English; *English (Second Language); Foreign Countries; Grammar; *Intercultural Communication; *International Relations; *Language Variation; *Social Change
IDENTIFIERS- *Europe

It is proposed that a European variety of English without native speakers is emerging as a language of international communication in Europe. This is a consequence of many factors, including the strength of the American economy, the breadth and depth of American research in science and technology, the pervasive influence of American-style popular music, mass tourism, and foreign language policies pursued by European education authorities. The European version of English is functioning as a lingua franca for native speakers of other languages to communicate with each other, as a second, not foreign, language. The users of this new European variety will choose it over standard British English because of their varied needs, cultural diversity, differing ethnic identities, and the process of economic and social integration in the European Community. Characteristics of European English include diminished distinctions between adjectives and adverbs, absence of mass/count distinction (e.g., much/many), enlargement of the range of existential "there" structures, absence of the inflections "-er" and "-est" (e.g., "more clear, most rich"), adjustments in the use of clausal and sentential connectives (e.g., "however, therefore"), shifts in use of the present perfect tense, and lexical changes due to absorption from other European languages or from technological advancement. (MSE)

ED 318 243 FL 018 459

Lucas, Tamara; Schechter, Sandra R.
Literacy Education and Diversity: Toward Equity in the Teaching of Reading and Writing.
PUB DATE- Mar 90
NOTE- 29p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (24th, San Francisco, CA, March 6-10, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Attitudes; *Educational Strategies; *Equal Education; Language Maintenance; *Language Role; *Literacy Education; *Reading Instruction; *Writing Instruction
IDENTIFIERS- *Diversity (Student)
A discussion of the education of a population that is increasingly diverse, linguistically and culturally, this paper argues that non-mainstream students do not perform as well in school as predominantly white, middle-class, English-speaking mainstream students because they are not equitably served by the educational system. Some complexities of educational equity are explored and equity issues in literacy education of language minority students are analyzed from four perspectives: individual student differences; sociocultural factors; language issues; and curriculum and instruction. It is concluded that perceptions of students as individuals must be balanced with perceptions of them as members of social and cultural groups, and that the well-documented mismatch between home and school language use for non-mainstream students causes difficulties because school expectations are based on mainstream language patterns; it does not indicate a lack of interest in or preparation for school. Few educational programs tap and develop native language abilities among bilingual students, and non-European content is generally absent from curricula. Literacy education for language minority students generally relies on strategies designed for mainstream students but with more emphasis on correctness and basic skills. Suggestions for making literacy education more equitable are offered. (Author/MSE)

ED 318 258 FL 018 511

Paine, Ruth
The Past, Present, and Future of the Consortium and Foreign Language Instruction.
PUB DATE- 77
NOTE- 15p.; In: Dimension: Languages 77. Proceedings of the Southern Conference on Language Teaching (Orlando, FL, October 1977).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consortia; Educational History; Higher Education; *Intercollegiate Cooperation; Long Range Planning; Second Language Instruction; *Second Language Programs

The proportion of active foreign language teachers working in cooperative or collaborative efforts is very small. Foreign languages have lagged behind other disciplines in this area. Consortia, or groups of postsecondary institutions agreeing to work together toward specific, long-range goals, date back to medieval times, but few have emerged over the course of educational history. Only since the 1960s has interinstitutional cooperation been widely undertaken, often for institutional survival. The consortium requires a different internal and external structure from that of member institutions, with loss of institutional sovereignty and conflict in member interests an early challenge. Advantages gained by the pooling of talents, resources, and facilities are substantial and can be applied in many administrative and academic areas. Encouragement of consortial grouping is growing around the country. In some consortia, languages are an important part of the group's activities. Individual institutions' strengths are developed and linked to provide full language services to all students; institutions coordinate efforts to attract funding for more advanced teaching technology; others use their combined forces to keep language and area studies alive when they are threatened. Consortia can help the language profession exploit the available resources and end the unproductive autonomous mindset. (MSE)

ED 318 273 FL 800 017

Namde, Joyce Winchel; Hellman, Linda

Pima County Adult Education Program's ESL Literacy Project, 1985-86. Final Report.

Pima County Adult Education, Tucson, AZ.
PUB DATE- 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Curriculum Development; *English (Second Language); Instructional Materials; Language Experience Approach; *Literacy Education; Program Descriptions; Program Effectiveness; *Reading Skills; Second Language Programs; Teacher Student Ratio; Writing Skills
IDENTIFIERS- *Pima County Adult Education AZ

The Pima County Adult Education project undertook a demonstration project to provide English-as-a-Second Language (ESL) instruction to students with little or few reading skills. The project's objectives were to: enroll at least 20 students; provide 3 hours of literacy instruction weekly for at least 12 weeks in each of 2 sessions; document participants' entry and exit skills on a reading test and writing sample; develop and implement an appropriate curriculum; develop and/or acquire appropriate instructional materials; and disseminate information about program success. While the project did not meet the enrollment objective and retention was not high, the students who came to class regularly demonstrated substantial progress. Students with writing difficulties showed progress in abilities to form, identify, and use the English alphabet. Those students with low reading skills concentrated on word recognition and sight-sound correspondence. The Language Experience Approach was used in reading and writing instruction. Because some students withdrew from the class without notice, formal assessment of exit skill levels was difficult. Based on the experience of this project, it is recommended that reading classes should be held at the same time as regular ESL classes, that a low teacher-student ratio should be maintained, and that classes should be no longer than 1 hour if held before or after regular ESL classes. An annotated ESL literacy bibliography and Language Experience Approach sample assignment are provided. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 317 HE 023 350

Andersen, Dale G.
A Model for the Annual Review of Faculty Members.
PUB DATE- 89
NOTE- 18p.; Tables 1-3 have small, filled type.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Evaluation Methods; Faculty Development; *Faculty Evaluation; Faculty Promotion; Faculty Publishing; Higher Education; *Models
IDENTIFIERS- *Qualitative Measures; *Quantitative Measures
A model for the systematic assessment of the performance of college faculty members developed from work at Washington State University and the University of Nevada is presented. Matrices for scoring performance, activities, and achievements in the areas of teaching, scholarly activities, and service are provided. An illustrative scoring protocol is shown which may be modified to conform to locally determined weightings for each of these three major categories of faculty performance. Also included are sample matrices and criteria for rating scales that provide both qualitative and quantitative measures for rating teaching performance, scholarly productivity, and service conributions. Contains 14 references and 4 tables. (Author/DB)

ED 318 332 HE 023 389

Olson, Stan, Ed.; Kovacs, Ruth, Ed.
National Guide to Foundation Funding in Higher Education.

Foundation Center, New York, N.Y.
REPORT NO.- ISBN-0-87954-290-X
PUB DATE- 89
NOTE- 692p.
AVAILABLE FROM- The Foundation Center, 79 Fifth Ave./16th St., New York, NY 10003 ($127.00 prepaid).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Donors; *Grants; *Higher Education; *Philanthropic Foundations; *Private Financial Support; Trusts (Financial)

This guide includes entries for 2,905 foundations and is intended to aid grant-seekers looking for foundation support of higher education. The foundations included hold assets of $1 million or more or give at least $100,000 annually and have expressed a substantial interest in higher education. Preliminary information includes a discussion of the various types of foundations, suggestions for using the guide, a listing of Founding Center cooperating collections network members, a higher education bibliography of about 100 items, and a bibliography of state and local foundation directories. Organized by state, entries typically include the following information: name, address, and phone number; establishment data; donor/s; financial data; purpose and activities; types of support; limitations; publications; application information; officers and trustees; staff data; and a listing of recent higher education grants. There are four indexes: the index to donors, officers, and trustees; the geographic index, the types of support index, and the foundation name index. (DB)

ED 318 361 HE 023 437

Fuertes, Jairo; And Others
A Needs Assessment of Hispanic Students at a Predominantly White University. Research Report #21-89.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Ethnic Groups; *Extracurricular Activities; Higher Education; *Hispanic Americans; *Identification (Psychology); Minority Groups; *Needs Assessment; Sex Differences; Special Needs Students; State Universities; Student Attitudes; *Student Needs; White Students
IDENTIFIERS- University of Maryland College Park

A self-report survey was mailed to 150 Hispanic students attending the University of Maryland (College Park) to assess the extent to which Hispanics become involved in activities and ethnic organizations, feel that they have special needs at the University, and identify with the University and the minority student office on campus. Results from 109 respondents showed that Hispanic males living off campus with their families had less time than Hispanic males living on campus to participate in activities at the University. Hispanics who participated in non-Hispanic groups, compared with those who did not, thought they had time for activities on campus and that Hispanics had no special needs at the University. Hispanic females, compared with Hispanic males, tended to feel that Hispanic students had special needs on campus. A descriptive analysis of other item means revealed ambivalent feelings by Hispanics; specifically, they felt a part of the University yet wanted more support from the Office of Minority Student Education. (Author/JDD)

ED 318 375 HE 023 457

Bennett, John B., Ed.; Figuli, David J., Ed.
Enhancing Departmental Leadership: The Roles of the Chairperson.
American Council on Education, Washington, D.C.
REPORT NO.- ISBN-0-02-897054-3
PUB DATE- 90
NOTE- 230p.
AVAILABLE FROM- Macmillan Publishing Co., 866 Third Ave., New York, NY 10022 ($27.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Deans; *Administrator Role; *College Administration; College Planning; *Department Heads; Enrollment; Faculty Development; Faculty Evaluation; Faculty Recruitment; Females; Higher Education; *Instructional Leadership; Interpersonal Communication; Legal Responsibility; Part Time Faculty; Program Development; Stress Management; Supervision

A collection of essays is presented, primarily taken from a quarterly newsletter titled "The Department Advisor." The essays include: "A Few Suggestions to New Department Chairs" (Artin Arslanian); "Chairing the Small Department" (Robert Wolverton); "Common and Uncommon Concerns: The Complex Role of the Community College Department Chair" (Myrna Goldenberg); "Communicating Effectively" (Kenneth Eble); "Chairperson and Dean: The Essential Partnership" (Charles Warren); "I Wanted To Be an Administrator; Now How Do I Cope with the Stress" (Jerry May and Robert McBeath); "Successful Proactive Recruiting Strategies" (William Hynes); "Women in Academic Departments: Uneasy Roles, Complex Relationships" (Lois Vander Waerdt); "Faculty Evaluation: The Roles of the Department Chair" (John Bennett); "Managing Part-Time Faculty" (George Biles and Howard Tuckman); "The Department Chair's Leadership Role in Supervising Nonfaculty Personnel" (Donald DeRosa and Quelda Wilson); "Chairpersons and Faculty Development" (Eble); "Tactics and Strategies for Faculty Development" (Wilbert McKeachie); "Teaching the Nontraditional Student" (Eileen Rice); "Chairs as Facilitators of Scholarly Writing" (Robert Boice); "Coping with Difficult Colleagues" (Boice); "Legal Liability: Reducing the Risk" (David Figuli); "Sex in the Department" (Mark Hurtubise); "Dealing with the Chemically Dependent Employee" (Figuli); "The Department Chair's Dilemma: Bad Apples in the Department" (Waerdt); "The Department Chair's Transforming Role in 'Strategic' Academic Planning: How To Work in concert with the Faculty" (Robert Cope); "Five Indices of Program Vitality" (Thomas Emmet and John Bennett); "Positioning the Department for Survival and Growth: An Exercise" (John Minter); "Clarifying Priorities through Paired Choices" (Elwood Ehrle); "The Department Chair and Enrollment Management: Some Strategies" (Antoinette Iadarola); and "Developing Community-Based Programs: A Perspective for Success" (P. Anthony Zeiss). (JDD)

ED 318 201 EC 230 831

Quality of Life. NARF Monograph Series.
National Association of Rehabilitation Facilities, Washington, DC.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 21p.; For a related document, see EC 230 830.
GRANT- G008745415
AVAILABLE FROM- National Association of Rehabilitation Facilities, P.O. Box 17675, Washington, DC 20041 ($2.98 members; $5.00 nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Independent Living; *Institutional Advancement; Marketing; Organizational Development; Program Effectiveness; *Program Evaluation; *Quality of Life; *Quality of Working Life; Rehabilitation Centers; *Rehabilitation Programs
IDENTIFIERS- Supported Employment Programs

Oriented to rehabilitation facilities that are interested in maintaining and expanding their markets, this pamphlet presents publication excerpts that provide an understanding of the impact of organizational quality. The excerpts emphasize development of quality products and services through motivation of staff, effective communication, use of small divisions and quality circles, adaptability, and little formality. The role of quality of life in the community integration/community living movement is described. Elements of quality of life, such as empowerment, friendship, and being valued, are described. Supported employment is cited as a vehicle that may improve quality of life by adding work options. Basic ingredients involved in quality of work life are examined, along with the role of rehabilitation facilities in focusing their attention on these ingredients. Finally, the position of the National Association of Rehabilitation Facilities is stated. Includes 29 references. (JDD)

ED 318 287 FL 800 098

Literacy/Alphabetisation, Volume 13, Numbers 1-4.
Movement for Canadian Literacy, Toronto (Ontario).
PUB DATE- 90
NOTE- 176p.
LANGUAGE- English; French
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Classroom Techniques; Cognitive Style; Cultural Pluralism; *English; Foreign Countries; *French; Indigenous Populations; Language Research; *Literacy Education; *Native Language Instruction; Needs Assessment; Networks; Professional Associations; Program Descriptions; Student Participation; Writing Instruction
IDENTIFIERS- *Canada

Volume 13 of the journal of the Movement for Canadian Literacy is presented. The volume consists of 4 issues containing articles on the following literacy education topics: (1) putting literacy on the Canadian public agenda; (2) efforts to animate learner participation; (3) building networks for literacy workers; (4) literacy research activity; (5) the needs assessment; (6) native Canadian languages and the promotion of adult literacy; (7) francophone and anglophone literacy in Canada; (8) first language literacy and multiculturalism; (9) discovering learning preferences; (10) extending writing competence for adult learners; and (11) development of good practice guidelines in literacy education. Accounts of literacy education programs across the provinces, news briefs, and notices of new resources appear in some issues. All articles in issues 2 through 4 are presented in both English and French; articles in issue 1 are in English only. (MSE)

ED 318 434 IR 014 341

A Practical Guide for Non-Governmental Organizations, Unesco Clubs, Associated Schools and Other Interested Groups: 1990 International Literacy Year, ILY.
PUB DATE- Jul 88
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Educational Planning; *Illiteracy; *International Cooperation; *Literacy; *Program Implementation
IDENTIFIERS- Nongovernmental Organizations

This guide suggests a number of activities that can be undertaken to prepare for and take part in the International Literacy Year (ILY). It is directed to groups such as national ILY organizing committees; local, national, regional and international non-governmental organizations; Unesco clubs and associations; institutions participating in the network of Unesco Associated Schools; and other structures and groups with special affinities for and relationships with the United Nations system. The guide suggests activities under five objectives: (1) increasing action by governments of member states afflicted by illiteracy or functional illiteracy to eliminate these problems; (2) increasing public awareness of the scope, nature, and implications of illiteracy as well as of the means and conditions for combating it; (3) increasing popular participation within and among countries to combat illiteracy; (4) increasing cooperation and solidarity among member states in the struggle against illiteracy; and (5) increasing cooperation with the United Nations system and among all inter-governmental and non-governmental organizations in the struggle against illiteracy. (GL)

ED 318 044 CS 507 095

Hellweg, Susan A.; Verhoye, Anna M.
A Comparative Verbal Analysis of the Two 1988 Bush-Dukakis Presidential Debates.
PUB DATE- Nov 89
NOTE- 34p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Communication Research; Comparative Analysis; *Debate; *Discourse Analysis; Persuasive Discourse; *Political Candidates; *Presidential Campaigns (United States); *Rhetorical Criticism; Verbal Communication
IDENTIFIERS- Bush (George); Debate Strategies; Dukakis (Michael); Issue Salience; *Political Communication; Political Rhetoric
This study examined the verbal message strategies employed in the two 1988 presidential debates by Vice-President George Bush and Governor Michael Dukakis, independently and comparatively. A number of broad verbal categories were developed to code the messages of each candidate from videotapes and transcripts. Verbal characteristics under investigation included verbal context of the message, attack/refutation ratio, argumentative tactics, debate mistakes, language devices, forms of support, and forms of reasoning. Results revealed that (1) Dukakis was clearly more attact-oriented in both debates than his counterpart; (2) Bush engaged in much more refutational behavior in the first debate than he did in the second one; (3) Bush offered nearly twice as many direct statements of policy in the first debate as Dukakis did in the second debate; and (4) Dukakis made considerably more direct references to his opponent than Bush did. (Seventeen references and an appendix containing the Verbal Coding Sheet are attached.) (Author/KEH)

ED 318 100 EA 021 708

Hendrickson, Robert M.; Finnegan, Dorothy E.
Higher Education.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 89
NOTE- 52p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law 1989. National Organization on Legal Problems in Education, 1989 (EA 021 700), p197-247.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- Collective Bargaining; Compliance (Legal); Constitutional Law; *Court Litigation; Dismissal (Personnel); Due Process; *Employer Employee Relationship; *Equal Opportunities (Jobs); *Faculty College Relationship; *Higher Education; Legal Problems; *Legal Responsibility; Postsecondary Education; School Law; Student Rights; Teacher Rights; Tenure; Torts
The higher education case law in 1988 is extensive. Cases discussed in this chapter are organized under five major topics: (1) intergovernmental relations; (2) employees, involving discrimination claims, tenured and nontenured faculty, collective bargaining, and denial of employee benefits; (3) students, involving admissions, financial aid, First Amendment rights, and academic and disciplinary dismissal; (4) liability, involving personal injury, workers' compensation, contracts, negligence, medical malpractice, and indemnification; and (5) antitrust, involving patent issues, copyright, and estates and wills. Cases that stand out as involving significant issues include a university challenge that a federal agency's award of a grant was inconsistent with the law, and the United States Supreme Court s ruling that a collective bargaining agent could not have access to an institution's campus mail service. (MLF)

ED 318 157 EC 230 559

Gold, Deborah, Ed.; McGill, Judith, Ed.
The Pursuit of Leisure: Enriching the Lives of People Who Have a Disability. Revised Edition.
G. Allan Roeher Inst., Toronto (Ontario).
REPORT NO.- ISBN-0-920121-45-4
PUB DATE- 89
NOTE- 136p.
AVAILABLE FROM- G. Allan Roeher Institute, 4700 Keele St., Kinsmen Building, York University, Downsview, Ontario, Canada M3J 1P3 ($12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Recreation Programs; *Disabilities; Leisure Education; *Leisure Time; Normalization (Handicapped); Personal Narratives; *Quality of Life; Recreation

The book examines the place of leisure in the lives of disabled people and their families, in 18 articles by parents, counselors, recreation specialists, vocational counselors, researchers, and advocates. Stressed throughout is the potential of leisure when seen as a dimension of and vehicle for community living. Chapters are as follows: "Introduction: Finding the Way to Leisure, Laughter, and Love" (Deborah Gold); "Taking Part in the Dream" (Colette Savard); "Our Leisure Identity" (Judith McGill); "Leisure and Relationships: A New Identity" (Marilyn Ferrel); "Regenerating Community" (John McKnight); "Returning Home: A Parent's Story" (Rose Galati); "A Look Beyond Leisure Buddy Programs" (Deborah Gold); "A Unique Camping Trip to the Rockies" (Zana Lutfiyya and Nicola Schaefer); "The Politics of Leisure, Freedom, and Poverty" (Charles Sylvester); "The Impact of Integrated Employment on Leisure Lifestyles" (Judith Sandys and Diane Leaker); "You've Got a Friend" (Patrick Worth); "Creating Cooperative Play Environments as a Strategy for Integration" (Judith McGill); "David's Sport Involvement" (Christie Cass); "Recreation Is for Everyone: Getting What You Want" (Jule Hopkins); "Choices: Recreation Integration from a Parent's Perspective" (Heidi Prinz); "Ten Commonly Asked Questions about Recreation and Integration" (Deborah Gold); "Being Good Is Not Enough" (Margaret Brown); and "Conclusion: Connections" (Judith McGill). An appendix lists 12 additional resources. (DB)

ED 318 303 FL 800 128

Hermanson, Marie, Ed.; And Others
English as a Second Language (ESL) Tutor Training Guide. A Set of Five Modules for Use in Training Volunteer ESL Tutors.
Oregon State Dept. of Education, Salem. Office of Community Coll. Services.; Portland Community Coll., Oreg.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Sep 88
NOTE- 111p.; Accompanying cassette tapes are available from Oregon State Board of Education, Office of Community College Services, 700 Pringle Parkway, SE, Salem, OR 97310-0290.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Discussion (Teaching Technique); *English (Second Language); Language Experience Approach; Language Teachers; Learning Modules; *Literacy Education; Second Language Instruction; Teacher Education Curriculum; *Tutors; *Volunteer Training; Workshops
IDENTIFIERS- 310 Project; *Freire (Paulo); *Total Physical Response
This guide offers specific instructions and classroom materials for conducting workshops to train volunteer tutors of English as a Second Language (ESL). The guide contains five modules addressing different aspects and techniques of ESL instruction. Each module contains a preparation checklist for the trainer, objectives and precise procedures for conducting the module, and handouts. The handouts contain charts and narrative information about conducting

a class, interacting with students, and organizing course content. The first module covers getting to know the students. The second addresses conversation skills, and includes instructions for using the Freirean discussion technique and materials for discussing interactions on a bus. The third module is on pronunciation, and provides a dialogue and minimal pair exercises for classroom use. The fourth module describes the Total Physical Response method of language instruction, with ideas for class activities. The fifth module outlines the language experience approach for teaching literacy, and includes a vocabulary and phrase list. An accompanying audio cassette can be obtained from the Oregon State Department of Education. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 318 HE 023 351

Ford, Jerry
Houston Baptist University Academic Advising Handbook: 1989-90.
Houston Baptist Univ., TX.
PUB DATE- Aug 89
NOTE- 130p.; For 1986-87 edition, see ED 276 346. Document does not include the letter from the Dean of Smith College.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Advising; Church Related Colleges; *Educational Counseling; *Faculty Advisers; Higher Education; Student Educational Objectives
IDENTIFIERS- *Houston Baptist University TX
This 1989-90 edition of the Houston Baptist University (Texas) Academic Advising Handbook presents guidelines, resources, and university information pertinent to the advising function. Section 1 contains research data concerning academic advising as well as definitions of advising, and a discussion of rules and functions of academic advisors, behavioral objectives, and limitations of academic advising. Section 2 is a collection of various lists, resource materials, and articles covering such topics as responsibilities of the advisor and advisee, advisement strategies, student misbehavior, advising students with personal problems, study tips, low achieving students, time planning, and listening skills. The third section contains information pertaining to specific University departments and regulations including English placement guidelines, guidelines for advising international students, guidelines for advising music students, advising the student athlete, convocation policies, and evaluating advisors. A bibliography contains 57 references. The appendixes include advising tables for Christianity, English, History, Mathematics, and Natural Science and answers to common registration and grading questions. (DB)

ED 318 348 HE 023 424

Jaeger, Richard M.
Continuation Proposal to the Fund for the Improvement of Postsecondary Education (1988-89) for a Project To Enhance the Educational Research Awareness of Faculty in the Historically Black Institutions of the University of North Carolina.
North Carolina Univ., Greensboro. Center for Educational Research and Evaluation.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Aug 88
NOTE- 260p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Colleges; *Educational Research; *Faculty Development; Higher Education; *Mentors; Perception; Program Development; Program Evaluation; Research Needs; Research Opportunities; *Research Skills
This report of the Project to Enhance the Educational Research Awareness of Faculty in the Historically Black Institutions of the University of North Carolina includes its first annual report of project activities, presenting information on the eight Educational Research Fellows, the mentorship program, a workshop on oral presentation of research findings, and participation in conferences, associations, and workshops. Also described are the project's evaluation activities, dissemination activities, and financial status. A continuation proposal is presented which calls for continuing the fundamental goals and purposes of the original proposal with modifications. An evaluation plan and budget are also proposed. Appendices contain letters of agreement and endorsement, curriculum vitae of project personnel, descriptions of Educational Research Fellows studies during 1987-88, mentorship training and monitoring materials, and evaluation charts. Papers presented at the annual meeting of the American Educational Research Association (New Orleans, Louisiana, April 1988) are reprinted, including: "Strategies for Stimulating Educational Research by the Faculties of Historically Black Universities" (Richard Jaeger); "An Open System Perspective on the Research Role of Historically Black Colleges and Universities" (Edwin Bell); "Perceptions of Needs for Research Support among Faculty in Historically Black Universities" (Cynthia Cole); "Developing Mentorship Relationships in Support of Faculty Research: Experience with Faculties of Historically Black Universities" (Marilyn Haring-Hidore); and "The Results of a Project to Increase the Educational Research Participation of the Faculty in the Historically Black Institutions of the University of North Carolina" (Rita O'Sullivan). (JDD)

ED 318 391 IR 014 264

Bartels, Jorn; Willen, Brigitta
Drop-Out: Problems of Comparing Drop-Out in Different Distance Education Systems.
PUB DATE- Aug 85
NOTE- 10p.; Paper presented at the World Conference of the International Council of Distance Education (13th, Melbourne, Australia, August 13-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Distance Education; *Dropout Rate; *Dropout Research; *Enrollment; Foreign Countries; Higher Education; *Open Universities; Research Methodology; *Student Attrition
IDENTIFIERS- *Fernuniversitat (West Germany); Sweden

It is argued that because the term "dropout" has different meanings in different systems of distance education, it is difficult to compare dropout rates of two or more distance education universities. Two very different European distance education systems, the FernUniversitat in West Germany and the Swedish system, are examined. Background information on each of these systems is followed by a comparison of their methods for assessing dropout rate. The paper concludes with a list of various institutional aspects that must be taken into consideration if dropout rates are to be compared between distance education institutions, including: (1) the level of education offered by the institution; (2) the subjects offered and the specific content of those subjects; (3) the teaching methods employed; (4) whether the institution offers a degree system or a course system; (5) the goals of students; (6) the admission policy; (7) the entrance qualifications; (8) the enrollment policy; (9) the method for counting students; (10) the types of students who study at the institution; (11) the nature of the selection criteria; (12) the pacing of study; (13) the examination system; and (14) the availability of student support. (18 references) (GL)

ED 318 406 IR 014 310

Brennan, Timothy J.
Vertical Integration, Monopoly, and the First Amendment.
PUB DATE- Oct 89
NOTE- 21p.; Paper presented at the Annual Telecommunications Policy Research Conference (17th, Airlie House, Warrenton, VA, October 1-3, 1989). For other papers of this conference, see IR 014 305-322.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Industry; *Federal Regulation; *Policy Formation; *Telecommunications
IDENTIFIERS- *First Amendment; *Vertical Integration
This paper addresses the relationship between the First Amendment, monopoly of transmission media, and vertical integration of transmission and content provision. A survey of some of the incentives a profit-maximizing transmission monopolist may have with respect to content is followed by a discussion of how vertical integration affects those incentives. A review is presented of some ways in which these incentives may be changed by goals other than profit-maximization, and of economic regulation of the transmission medium. The paper concludes with a summary and suggestions as to how these considerations might contribute to first Amendment Policy debate. (31 references) (GL)

ED 318 085 EA 021 667

Lufler, Henry S., Jr.
Courts and School Policies.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 34p.; Paper presented at the Invitational Conference on Student Discipline Strategies sponsored by the Office of Educational Research and Improvement, U.S. Department of Education (Washington, DC, November 7, 1986).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adoption (Ideas); Behavior Change; Compliance (Legal); *Court Litigation; *Court Role; *Discipline Policy; Educational Practices; Elementary Secondary Education; Federal Courts; Literature Reviews; Politics of Education; Research Needs; *School Law; School Personnel; *School Policy; Search and Seizure; State Courts; Student Rights

This paper examines what is known about the link between court decisions and changing school discipline practices; proposes a variety of studies to add to knowledge in this area; and contains suggestions on ways that research findings can be used to improve the ongoing legal education of school personnel. The complex nature of some of the Supreme Court education decisions in the late 1960s and early-to-mid 1970s increased the role of legal commentators in exploring and interpreting decisions. The focus on litigation also diverted attention from other educational issues such as exploring the root causes of school unrest. School law materials need to be specialized and tailored to meet the special issues that are common to particular positions. Teachers need to learn the basic principles of school law and learn of the outcomes of controversial cases involving such issues as educational malpractice. Two tables in the appendixes summarize search and seizure and discipline cases in federal courts and state courts of appeal which were decided between 1979 and 1985. (57 references) (MLF)

ED 318 115 EA 021 772

1989 Summary of New Legislation Affecting Education.
New York State Education Dept., Albany. Office of the Counsel.

PUB DATE- Dec 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Local Legislation; Money Management; School Districts; *School Law; State Aid; *State Legislation; Taxes
IDENTIFIERS- *New York

This summary of major legislation enacted by the 1989 New York State Legislature affecting education and the professions is organized in eight sections: (1) laws affecting school districts generally; (2) state aid; (3) taxation and financial administration; (4) miscellaneous; (5) laws of local application; (6) higher education; (7) laws affecting the professions; and (8) laws affecting disabled. The laws are identified by chapter number, date when effective, and a brief statement about the subject matter of the legislation with a side topic heading. Listed in the index are chapter and page numbers. (MLF)

ED 318 128 EA 021 837

Hammer, Charles; Gerald, Elizabeth
Selected Characteristics of Public and Private School Administrators. E.D. TABS.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-90-085

PUB DATE- Apr 90
NOTE- 28p.; Data Series: DR-SAS-87/88-3.1.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Characteristics; Degrees (Academic); Elementary Secondary Education; Employment Experience; Fringe Benefits; Government Publications; National Surveys; *Private Schools; *Public Schools; *Salaries; School Demography; *School Statistics; School Surveys; Tables (Data)
This report on public and private school administrators presents data on personal characteristics, salary and benefits received, highest degree earned, and years of experience. A mail sample survey form was mailed to the administrators of all 9,317 public and 3,513 private schools in the school samples. Response rates were 94.4 percent for public school administrators and 79.3 percent for private school administrators. National estimates are provided for all data, and state estimates are provided for public school administrators' salary, highest degree earned, and years of experience. Nine data tables are followed by technical notes that explain the survey methodology, and a copy of the questionnaire. (MLF)

ED 318 142 EC 230 094

McAlister, Jamie
Guide to Rehabilitation Services and Self-Advocacy Manual. Client Assistance Project.
Protection and Advocacy System, Albuquerque, NM.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; *Advocacy; *Civil Rights; *Disabilities; Federal Legislation; Independent Living; *Rehabilitation Programs; Self Evaluation (Individuals); State Programs; *Vocational Rehabilitation
IDENTIFIERS- *New Mexico; *Self Advocacy
This guide, which gives an overview of federally funded vocational rehabilitation programs available in New Mexico, was developed for clients and potential clients of vocational rehabilitation services. Written in a simple and clear manner, the manual outlines the goals of rehabilitation: independence, self-management, self-advocacy, and employment. It describes the five agencies established under the provisions of the Rehabilitation Act of 1973: Division of Vocational Rehabilitation, Commission for the Blind, New Vistas Independent Living Center, Projects with Industry, and the Client Assistance Program. Eligibility requirements are outlined for each agency. Guidelines are offered for appealing the eligibility determination, planning the rehabilitation program, acquiring independent living services, and working well with counselors. Clients are encouraged to become self-advocates, and checklists are provided to enable clients to assess their need for learning independent living skills and job skills. Also discussed are client rights and responsibilities, record-keeping, and social skills. A worksheet is provided to help clients work through problems, and problem-solving services of the Client Assistance Program are noted. (JDD)

ED 318 172 EC 230 574

Murphy, Linda; Della Corte, Suzanne
Nurturing Your Marriage Relationship.
PUB DATE- Dec 89
NOTE- 9p.
AVAILABLE FROM- Lindell Press, Inc., P.O. Box 462, South Salem, NY 10590 ($20.00 per year, $3.75 per issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Rearing; *Disabilities; Family Life; *Family Relationship; Interpersonal Relationship; *Marriage; One Parent Family; *Stress Management
The presence in the family of a child with a disabling condition frequently creates or intensifies stress between husband and wife.

By forging and strengthening marital bonds and creating an environment that fosters teamwork, openness, and caring, the marriage partnership will be a source of support and renewal. Reactions to the birth of a baby with a disability include withdrawal, self-sacrifice, and disagreements over child-rearing practices. The father's reaction may be to distance himself from the entire situation, leading to the mother's feeling of being alone or trapped. The marriage partners should share their feelings and share responsibilities. Each spouse should have time each day to spend totally focused on himself or herself. In addition, parents should take time to spend with each other. A list of do's and don'ts is included in the periodical issue. In addition, the issue contains an article about gift selection for children aged 10 and older, and an article about being the single parent of a special child. (JDD)

ED 318 259 FL 018 512

Deschenes, Martin O.; Waters, Harold A.
African Literature: Selected Resources.
PUB DATE- 77
NOTE- 9p.; In: Dimension: Languages 77. Proceedings of the Southern Conference on Language Teaching (Orlando, FL, October 1977).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Culture; *African History; *African Literature; Audiovisual Aids; *French; Information Sources; *Literary Criticism; *Literary History; Periodicals; Professional Associations; Publishing Industry; Textbooks

This bibliography of resources for the teaching of African literature includes over 100 citations of books, textbooks, anthologies, plays, novels, short stories, and periodicals in French and English. Publishing house addresses, audiovisual aids, professional organizations, and a course list are also cited. The books are listed under the following headings: general works; focus on literary history and criticism, history and civilization; text books and anathologies; poetry; theater; novel; and tale and short story. Most books date from 1960 to 1977. (MSE)

ED 318 288 FL 800 099

Tryon, D. T.
Illiteracy in Melanesia: A Preliminary Report. Occasional Paper Number 2.
Australian Advisory Council on Languages and Multicultural Education, Canberra.
PUB DATE- 88
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Cultural Pluralism; Curriculum Design; Educational Attainment; Elementary Secondary Education; Enrollment Rate; Foreign Countries; Illiteracy; *Language Role; *Literacy Education; Multilingualism; Official Languages; Regional Characteristics; Religion; *Social Influences; Sociolinguistics; Teacher Supply and Demand; Testing
IDENTIFIERS- *Melanesia
A study of illiteracy in Melanesia (Papua New Guinea, Solomon Islands, Vanatu, New Caledonia, and Fiji) brings together current statistics and projections on illiteracy and schooling and interprets them in light of sociocultural and sociolinguistic factors. An introductory section describes Melanesia's sociolinguistic background and linguistic diversity; Polynesia's linguistic unity; multilingualism and languages of wider communication; and the role of language in trade, religion, and government administration. Subsequent chapters on language and education, teacher supply, curricula and testing, and literacy and school enrollment rates look at the situation in each of the five nations. Comparisons with other regional countries (Indonesia, the Philippines, Malaysia, Thailand, Singapore, and Brunei) reveal that proportionally, the recently independent countries of Melanesia lag well behind their Asian neighbors in efforts to achieve universal primary education. The report points out the timeliness of the UNESCO Asia-Pacific Programme of Education for All launched in November 1986 and stresses the need for more Pacific nations to become members of UNESCO to benefit from its education programs. Numerous statistical tables are included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 333 HE 023 391

Wells, John, Ed.; And Others
Peterson's Register of Higher Education. 1990. Third Edition.
REPORT NO.- ISBN-0-87866-948-5
PUB DATE- 89
NOTE- 1,044p.
AVAILABLE FROM- Peterson's Guides, 202 Carnegie Center, P.O. Box 2123, Princeton, NJ 08543-2123 ($36.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Accreditation (Institutions); Agencies; College Administration; *Colleges; Enrollment; Higher Education; Tuition; *Universities

This reference book on accredited institutions of higher education in the United States provides profiles of over 3,500 colleges and universities. The Guide is organized into three major sections: institutional profiles (arranged alphabetically by institution name); appendixes; and indexes. An introduction presents criteria for inclusion, data collection facts, suggestions for using the profiles, and definitions of administrative officer categories. Summary statistics are also provided showing aggregate data from the profiles by institutional type, institutional control, campus setting, calendar system, total enrollment, and undergraduate tuition and fees. Profiles typically contain information on: name and location, congressional district, various identification numbers, type, degrees offered, year founded, calendar system, governance, student body, campus setting, enrollment, tuition and fees, accreditation, research facilities and affiliations (e.g., library and computer facilities); administrative officers; and major academic units and unit heads. Appendixes provide listings of: the names and addresses of all major government agencies, accrediting bodies, associations, and consortia concerned with higher education; and membership lists of five of the major associations. Indexes provide access to the more than 75,000 names of administrative and academic personnel listed in the profiles; institutions with specialized or professional accreditation grouped by field of specialization; and all institutions grouped by geographical location. (DB)

ED 318 072 CS 507 145

Ervin, Elizabeth
The Rhetoric of Courtship: Conversation and Cooperation in Newspaper Personal Ads.
PUB DATE- Mar 90
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Advertising; *Dating (Social); Discourse Analysis; *Interpersonal Communication; Letters (Correspondence); *Persuasive Discourse; *Rhetorical Invention; Sex Differences
IDENTIFIERS- *Advertising Effectiveness; Classified Advertising; *Communication Behavior; Conversation; Grice (H P)
Personal ads, used to transcend social estrangement, are nothing other than written attempts at courtship. The idea of courtship is to maintain interaction through the continual negotiation of ambiguities. Historically, women have employed question-asking and attention-getting devices to combat male dominance and inattention in cross-sex conversations, and these techniques are reflected in personal ads. Paul Grice and others have suggested that for an act of communication to succeed, it must be governed by cooperation. Grice's four categories of maxims (quantity, quality, relation, and manner) can be applied to personal ads if revised as follows: (1) make your contribution as informative as required; (2) do not make your contribution more informative than required; (3) try to make your contribution one that is true; (4) do not say what you believe to be false; (5) do not say that for which you lack adequate evidence; (6) do not say that which you believe may be misunderstood; and (7) be orderly. In one newspaper containing personal ads, women's ads were more likely than men's to satisfy these conditions. (SG)

ED 318 187 EC 230 592

Children with Disabilities Temporary Care, Reauthorization Act of 1989.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
REPORT NO.- House-R-101-114
PUB DATE- 27 Jun 89
NOTE- 10p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Children; *Chronic Illness; *Disabilities; *Federal Legislation; Federal Programs; Infants; *Respite Care; State Programs
IDENTIFIERS- Congress 101st; *Crisis Nurseries; Reauthorization Legislation

This report accompanies House of Representatives bill 2088 and recommends passage of the bill to revise and extend programs established in the Temporary Child Care for Handicapped Children and Crisis Nurseries Act of 1986. The bill extends the programs for 2 years, strengthens reporting requirements, and requires the states to provide interagency coordination. Need for the legislation, as expressed through Congressional testimony, is documented. The report includes a legislative history, explanation of the bill, oversight considerations, cost estimate from the Congressional Budget Office, section-by-section analysis, and a reprint of the existing law showing changes made by the proposed legislation. (JDD)

ED 318 216 FL 018 246

Farrell, Alan
Oral Patterns and Written Composition.
PUB DATE- 88
NOTE- 36p.; In: Perspectives in Foreign Language Teaching. Proceedings of the Annual Conference on the Teaching of Foreign Languages and Literatures (12th, Youngstown, OH, October 21-22, 1988); see FL 018 244.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; French; *Language Patterns; *Oral Language; Second Language Instruction; Writing (Composition); *Writing Instruction
It is proposed that many students are unable to distinguish between unguarded writing patterns and literate or expository ones, and it is becoming increasingly necessary in writing instruction to clarify and impose the distinction between these patterns. This problem is confounded by current trends toward exclusively spoken language in the classroom and the use of culturally authentic oral patterns. The common element in written and oral language is the need for economy, which can be exploited to systematically address the disorderliness of unguarded language. A long and relatively complex sentence can be analyzed for simple elements: action and action verbs, responsible agents and victims, and referents. This information can be restructured into a simpler version of the story. Another exercise has students seeking the essential words in a page or passage, at first by guided searching and later without guidance. The resulting list of verbs and nouns can be reconstituted into sentences and paragraphs, with themes and conclusions. An additional strategy uses the vocabulary relating to familiar movies, which students write into sentences explaining the movie stories, manipulating forms and syntax through drills, and adding and changing phrases. Another approach uses analysis of word clustering and sentence formulas in a passage. (MSE)

ED 318 230 FL 018 444

Baron, Naomi S.

The Uses of Baby Talk. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-FL-89-08
PUB DATE- Dec 89
NOTE- 4p.
CONTRACT- RI88062010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Affection; *Age Differences; Attention Control; *Interpersonal Communication; Language Research; *Language Role; *Language Styles; *Parent Child Relationship; Social Experience
IDENTIFIERS- *Baby Talk; ERIC Digests

Baby talk, also known as motherese or child-directed speech, refers to a set of speech modifications commonly found in the language adults use to address young children. The same functional motivations underlying adult speech to other adults also shape adult speech to children. These include pedagogy, control, affection, social exchange, and information-giving. In each of these ares, baby talk is a coherent language style used with both children and adults, and it arises for identifiable, logical reasons. While use of an isolated baby talk feature may temporarily slow emergence of a specific linguistic construction, overall, as a speech register, it has never been shown to hamper linguistic growth. Research has addressed only the pedagogical function of baby talk. Every parent must evaluate the efficacy of baby talk, especially when it functions for control or as an expression of affection. Baby talk for social interaction does both foster language development and benefit the parent. (MSE)

ED 318 244 FL 018 460

Wicke, Mariele; Wicke, Ranier E.

German Round the Corner: Die Whyte Avenue in Edmonton.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
PUB DATE- 88
NOTE- 69p.; Photographs will not reproduce well.
LANGUAGE- German
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Activities; *Cultural Awareness; *FLES; Foreign Countries; *German; Grade 5; Grade 6; Intermediate Grades; *Interviews; *Native Speakers; Photographs; Second Language Instruction; Second Language Learning
IDENTIFIERS- *Canada (Alberta)
This compilation of interviews and photographs is the result of a German class project entitled Whyte Avenue. The project was carried out by fifth and sixth grade students who were attending an after-school German course in Edmonton, Alberta. The course introduced students to the German language and culture by exposing them to native German speakers living in the Edmonton area. The students interviewed local German merchants, including a butcher, an importer, a pharmacist, and a minister. The interview questions and answers and black and white photographs of the persons and locations involved are included. (VWL)

ED 318 274 FL 800 034

Simich-Dudgeon, Carmen

English Literacy Development: Approaches and Strategies that Work with Limited English Proficient Children and Adults.
National Clearinghouse for Bilingual Education, Silver Spring, MD.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 89
NOTE- 12p.
CONTRACT- 300-86-0029
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Literacy; Children; Daily Living Skills; *Educational Strategies; *English (Second Language); Grammar; Language Experience Approach; *Language Proficiency; *Limited English Speaking; *Literacy; Phonics; Teaching Methods; *Whole Language Approach

A review of selected research studies and practices on the teaching of literacy to limited English proficient (LEP) students suggests that there is considerable variation in the way literacy is defined. Several methods currently being used to develop LEP students' literacy skills are reviewed. Many LEP students continue to be taught reading skills through phonics rather than the whole language or language experience approaches. Initial research on grammar-based approaches indicates that they are not as effective as others. Striking similarities appear in the success of both adults and children being taught by the various approaches. Effective LEP adult literacy programs reflect learner needs, educational backgrounds, and abilities, almost invariably integrating a basic skills focus with instruction in life or survival skills needed for daily functioning. The following guiding principles for facilitating English literacy with LEP students were suggested by G. Wells (1987): (1) responsibility for selecting tasks, deciding on means for attaining goals, and evaluating outcomes; (2) language should be seen as a means for achieving other goals; (3) writing, reading, speaking, and listening should be seen as complementary processes; and (4) an important place should be accorded to the sharing of personal and literary stories at all stages. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 362 HE 023 438

Jaeger, Richard M.; Cole, Cynthia M.
An Assessment of the Utility of Types of Educational Research Assistance: Perceptions of Faculty at the Historically Black Institutions of the University of North Carolina.
PUB DATE- Mar 87
NOTE- 17p.; Paper presented at the Annual Meeting of the North Carolina Association for Research in Education (March 5, 1987, Raleigh, North Carolina).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Black Colleges; *College Faculty; Demonstration Programs; *Educational Research; *Faculty Development; Higher Education; *Research Skills; Skill Development; *Teacher Attitudes
IDENTIFIERS- University of North Carolina

This study assessed the perceptions of faculty employed by the historically black institutions of the University of North Carolina, concerning the personal utility of activities to increase their educational research participation or to gain educational research skills and knowledge. The study was part of a pilot project to develop strategies to encourage and facilitate increased educational research participation of the faculty. Three-fourths of the 73 responding faculty recognized many personal and institutional benefits of participation in educational research. Research participation was recognized as being beneficial by larger percentages of junior faculty than by all responding faculty. Most activities offered by the pilot program, including having faculty design and conduct individual educational research projects, work with experienced educational researchers who act as research mentors, and engage in the activities of professional research associations, were identified as helpful or useful by a majority of faculty members; coursework offerings were not. (JDD)

ED 318 421 IR 014 325

Bates, A. W.

Technology for Distance Education: A 10 Year Prospective.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
REPORT NO.- IET-Paper-274
PUB DATE- Dec 87
NOTE- 38p.; Paper presented to the Long Term Review Group of the European Association of Distance Teaching Universities (Heerlen, The Netherlands, December 7-8, 1987).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiovisual Aids; *Computer Assisted Instruction; *Distance Education; *Educational Technology; *Electronic Publishing; Evaluation Criteria; Foreign Countries; *Futures (of Society); Higher Education
IDENTIFIERS- *Europe (West)

This paper provides an overview of new technologies likely to be widely available within the next 10 years for teaching in Europe. It begins by presenting a framework which draws distinctions between different technologies based on their educational applications, i.e., for teaching or operational purposes, for communicating within or between systems, or for various levels, types of courses, or users. Evaluation criteria such as availability, organizational environment, and educational and operational rationales are also discussed. The following technologies are then discussed: (1) electronic publishing; (2) audiovisual media, including terrestrial broadcast television and radio, videocassettes, satellite, cable, and videodiscs; and (3) computer technology, including teaching about computers, computers as study tools, educational communications, administration, pre-programmed computer-based learning, and artificial intelligence. It is suggested that home-based learning, center- or work-based learning, and communications within and between systems are likely to dominate distance education during the next 10 years. It is concluded that technological decisions need to be preceded by policy and educational decisions, while recognizing at the same time that the availability of new technology allows for major changes in distance education. (8 references) (MES)

ED 318 435 IR 014 342

Pereno, Joan S.
Providing Practical Applications of Computer Technology for Fifth Grade Students in Career Awareness Laboratories.
PUB DATE- 89
NOTE- 113p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Awareness; *Computer Assisted Instruction; *Computer Literacy; Grade 5; Instructional Development; Intermediate Grades; Pretests Posttests; Questionnaires; *Student Attitudes; Work Sheets
This practicum addressed the problem of providing practical computer application experiences to fifth grade students as they relate to real life work situations. The primary goal was to have students become cognizant of computer functions within the work setting as contrasted with viewing computer activities as instruments used for games or academic drill. Two hundred and seventy students in six schools participated in the practicum implementation. They performed work-related activities on computers in the career areas of cashier, teacher, secretary, receptionist, fingerprint technician, and restaurant manager. A survey identifying jobs and computer processes was given as a pre- and posttest. Responses were elicited from students to an open-ended questionnaire concerning computers upon completion of the activities provided in the practicum. The results were positive; 267 students completed four or more computer activities used in the implementation and 259 students showed improvement in the recognition of jobs and computer processes. The open-ended questionnaire reflected positive attitudes toward computers on behalf of the total group. All objectives of the practicum were successfully met and the final results exceeded the anticipated practicum goals. (16 references) (Author/GL)

ED 318 045 CS 507 110

Huff, W. A. Kelly
The NRSC and the FCC: Working To Change Policy and Procedure To Narrow the Distance between AM and FM.
PUB DATE- Apr 90
NOTE- 35p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Birmingham, AL, April 4-8, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Broadcast Industry; Broadcast Reception Equipment; *Government Role; Media Research; *Policy Formation; Public Policy; *Radio; Technological Advancement
IDENTIFIERS- *Amplitude Modulation; *Federal Communications Commission; Frequency Modulation; Media Government Relationship
In the mid-1980s, the National Association of Broadcasters (NAB) reformed the National Radio Systems Committee (NRSC) as a liaison between receiver manufacturers and amplitude modulation (AM) broadcasters to promote unity in upgrading AM transmission and reception, and to aid AM in narrowing the sound quality gap with frequency modulation (FM). In 1982, the Federal Communications Commission (FCC) announced that no single system for broadcasting AM stereo would be picked by the government. Of the five competing AM stereo systems, the marketplace effectively eliminated three within 2 years. The NAB believed the keys to enhancing the sound quality appeal of AM radio to be improving both the technology for transmission and for reception. The NAB and the NRSC were able to convince the FCC to begin a series of notices of inquiry, rulemaking proceedings, and policy changes for improvement of AM, such as reduction of interference and relaxation of many regulatory rules. Contrary to broadcaster sentiment, in 1989 the FCC unanimously decided on a technical standard for AM broadcasting which included an "RF mask." Broadcasters complained of the high cost of the new standard. Criticism for the failure to upgrade gradually in the 60-year history of AM must be shared by both the FCC and the AM industry. As with FM in its struggle to gain parity, the process for AM's revitalization will take a number of years. (Five notes are included; 82 references are attached.) (RS)

ED 318 058 CS 507 129

Pisoni, David B.; And Others
Research on Speech Perception. Progress Report No. 14.
Indiana Univ., Bloomington. Dept. of Psychology.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.
PUB DATE- 88
NOTE- 334p.; For other reports in this series, see CS 507 123-128.
CONTRACT- AF-F-33615-86-C-0549
GRANT- IRI-86-17847; NS-07134-10; NS-12179-12
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Acoustic Phonetics; Auditory Discrimination; *Auditory Perception; Communication Research; Computer Software Development; Infants; *Language Processing; Language Research; Linguistics; Speech; Speech Synthesizers
IDENTIFIERS- Indiana University Bloomington; *Speech Perception; Speech Research; Theory Development

Summarizing research activities in 1988, this is the fourteenth annual report of research on speech perception, analysis, synthesis, and recognition conducted in the Speech Research Laboratory of the Department of Psychology at Indiana University. The report includes extended manuscripts, short reports, and progress reports. The report contains the following 15 articles: "Retroactive Influence of Syllable Neighborhoods" (J. Charles-Luce and others); "Priming Lexical Neighbors of Spoken Words: Effects of Competition and Inhibition" (S. D. Goldinger and others); "Some Effects of Time-Varying Context on the Perception of Speech and Nonspeech Sounds" (J. W. Mullenix and others); "Intonational Context and F0 Normalization" (K. A. Johnson); "Word Familiarity and Frequency in Visual and Auditory Word Recognition" (C. M. Connine and J. W. Mullenix); "Similarity Neighborhoods of Spoken Two Syllable Words: Retroactive Effects on Multiple Activation" (M. S. Cluff and P. A. Luce); "Similarity Neighborhoods of Spoken Words" (P. A. Luce and others); "Manner of Articulation and Feature Geometry: A Phonological Perspective" (S. Davis); "Training Japanese Listeners to Identify /r/ and /l/: A First Report" (J. S. Logan and others); "F0 Normalization and Adjusting to Talker" (K. Johnson); "On the External Evidence for Y-Insertion in American English" (S. Davis); "Vowel Length and Closure Duration in Word-Medial VC Sequences" (S. Davis and W. V. Summers); "Detailing the Nature of Talker Normalization in Speech Perception" (J. W. Mullenix and D. B. Pisoni); "Manner of Articulation and Feature Geometry: A Phonetic Perspective" (K. Johnson); and "Determining the Locus of Talker Variability Effects on the Recall of Spoken Word Lists: Evidence from a Presentation Rate Manipulation" (S. D. Goldinger and others). Lists of publications and of laboratory staff and personnel conclude the report. (SR)

ED 318 101 EA 021 719

Kowalski, Bruce W.; And Others
School/University Partnerships: Wissahickon School District and the University of Pennsylvania Graduate School of Education. Instructional Decision Support System.
PUB DATE- Feb 90
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Francisco, CA, February 23-26, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Databases; Elementary Secondary Education; Higher Education; *Instructional Systems; *Management Information Systems; *School Demography
IDENTIFIERS- *Partnerships in Education; *Pennsylvania
Although effective schools research argues that careful monitoring, analysis, and discussion of student progress and program quality are central to improving education, educators' efforts are limited by the dispersion of student data throughout district files. The Instructional Decision Support System, used in a cooperative venture involving the Wissahickon School District (Pennsylvania) and the University of Pennsylvania Graduate School of Education, was designed to develop more effective inquiry strategies for understanding the relationship between achievement and demographic variables and their effects on student achievement. Because the traditional reliance on "measures of the average" hides more than it reveals, the project attempts to help administrators and teachers go beyond averages, rates, and percentages to evaluate both student progress and educational program effectiveness. By enabling educators to disaggregate individual experience from the total population, it is possible to understand how district initiatives affect individual students or subgroups. The project developed "display analysis" techniques for graphically depicting one or more variables for a target population. The displays allow educators to analyze the fit between programs, student population, and various subgroups. Further analysis can then occur using additional data, including staff's personal knowledge about students. (MLH)

ED 318 158 EC 230 560

The Language of Pain: Perspectives on Behaviour Management.
G. Allan Roeher Inst., Toronto (Ontario).
REPORT NO.- ISBN-0-920121-36-5
PUB DATE- 88
NOTE- 179p.
AVAILABLE FROM- G. Allan Roeher Institute, 4700 Keele St., Kinsmen Building, York University, Downsview, Ontario, Canada M3J 1P3 ($14.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- Advocacy; Behavior Change; *Behavior Modification; Case Studies; *Ethics; Foreign Countries; *Mental Retardation; Opinions; Outcomes of Treatment; *Punishment; *Training Methods
IDENTIFIERS- *Aversive Therapy

This examination of the use of aversive techniques as a form of "therapy" for people with mental handicaps includes 12 articles by specialists who argue that the use of aversive procedures is socially, ethically, legally, and scientifically untenable as well as 3 ancedotal case studies by a patient advocate and 2 personal accounts by persons who have suffered from aversive therapies, one of them a patient and the other a parent. The 12 articles have the following titles and authors: "Aversive Conditioning: Necessity or Failure?" (Tim Stainton); "The Use of Aversives: One Psychologist's Viewpoint" (Carole Sinclair); "Redefining the Problem: An Alternative View of Difficult Behavior" (Douglas Logan); "My Sister Kelly" (Mary Collins); "The Efficacy of Behaviour Modification Techniques for Persons Labelled Mentally Handicapped" (Bill Downer); "Aversive Therapy" (Dot Ewen); "This May Hurt a Bit" (Orville Endicott); "'The Therapy of Despair': A Family Medicine Perspective" (Yves Talbot); "Legal Advocacy and the Use of Aversives" (Brian Weagant and Dorothy Griffiths); "Aversives: Differential 'Treatment' for People with a Mental Handicap" (S. Dulcie McCallum); "Equality Rights and Aversive Therapy" (Catherine Frazee); "A Self-Advocate's Perspective" (Pat Worth). The personal accounts are: "Something I Would Like To Forget," by Peter Park, and "Speaking as a Parent," by Margaret Price. The three case studies, by Jill Leach, each concern an individual in successful transition from a punitive institutional environment to "living in the community." (DB)

ED 318 202 EC 230 832

Exemplary Supported Employment Practices. NARF Technical Assistance Series.
National Association of Rehabilitation Facilities, Washington, DC.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Nov 89
NOTE- 91p.
GRANT- G008745415
AVAILABLE FROM- National Association of Rehabilitation Facilities, P.O. Box 17675, Washington, DC 20041 ($3.50 members; $6.50 nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Demonstration Programs; *Disabilities; *Employment Programs; Human Services; Job Placement; Postsecondary Education; *Program Evaluation; Quality of Life; *Rehabilitation Programs; Social Integration; *Vocational Rehabilitation
IDENTIFIERS- *Supported Employment Programs

This booklet gathers and discusses best practices for supported employment in rehabilitative facilities. The first chapter reviews the need to identify best practices and examines such issues as jobs, integration, and quality of life. The second chapter describes eight programs chosen as exemplary, providing data on program goals, average wage and hour conditions of program placements, philosophical orientation, staff, clients, funding, and strengths. The third chapter offers conclusions, discussing 32 common practices found to be effective in the chosen programs. Twenty-eight references are included, and appendices describe methodology, including the Supported Employment Quality Indicators Profile. (PB)

ED 318 304 FL 800 130

IDRA Family English Literacy Initiative.
Intercultural Development Research Association, San Antonio, Tex.
PUB DATE- Oct 88
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- *Adult Literacy; Bilingualism; Cooperative Programs; Educational Television; Employment Potential; *Family Involvement; Federal Government; Limited English Speaking; *Literacy Education; Occupational Mobility; Program Descriptions; Public Agencies; Spanish Speaking
IDENTIFIERS- Department of Education; Department of Labor; Texas (San Antonio)

Five articles from this newsletter of the Intercultural Development Research Association (IDRA) describe IDRA programs that are part of the organization's family literacy efforts. "The Family English Literacy Project: Promoting Adult Literacy in San Antonio" outlines a program to provide English language literacy for 125 parents of children in bilingual education programs, develop 20 literacy lessons for local television, develop and maintain a student hotline for individual assistance on instruction and assignments, and disseminate public service announcements promoting adult literacy. "IDRA Weekly Cable Program Nominated as Outstanding Community Service Show" describes a 30-minute bilingual television program of education and information in Spanish and English.

"Employability Demonstration Component Funded to Family English Literacy Project" tells of a joint effort by the Departments of Labor and Education to prepare participants to enter job training with higher English skill levels, and to ensure acquisition of job skills in occupational areas with upward mobility. "Effective Literacy Instruction Model Designed by IDRA Works in Rural and Urban Districts as Project SCALE" explains the replication of a literacy program for limited-English-proficient adults combining traditional and nontraditional instructional methods.
"Communicating with Parents via Television" describes techniques used to promote parent involvement through television programming. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 319 HE 023 352

Eaton, Donald R.
Strategic Thinking about Institutional Direction.
PUB DATE- 89
NOTE- 92p.; Seminar paper, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Church Related Colleges; *College Governing Councils; *Governance; Higher Education; *Long Range Planning; Minority Groups; Postsecondary Education as a Field of Study; *Trend Analysis
IDENTIFIERS- *MidAmerica Nazarene College KS; *Strategic Planning
Three papers, written as part of a seminar on governance and management in higher education, analyze the current situation and potential for development of MidAmerica Nazarene College in Springfield, Missouri. The first paper, "Governance and Governance Processes at MidAmerica Nazarene College," outlines the governance structure of the college and also explores the role of human motivational factors and both external factors (e.g., decline in number of traditional age students) and internal factors (e.g., communication problems centering on financial pressures) in college governance. Appendixes include the college mission statement and organizational charts. The second paper is titled "Strengths, Weaknesses, Opportunities, and Threats Analysis for MidAmerica Nazarene College". The first part provides an audit of: planning, research, and evaluation; enrollment, retention, and financial aid; primary degree programs; support programs; human resources; financial resources; and reporting and outcomes. The second part looks at opportunities and "threats" concerning demography, the social context, economic trends, technological advances, government trends, and value shifts. Appendixes provide statistical detail and trend analysis. The third paper, "Strategic Planning Scenarios for MidAmerica Nazarene College," offers "alternative scenarios" for strategic planning and presents a "preferred" scenario and action plan which would shift the direction of the College to more minority education. Contains 13 references. (DB)

ED 318 376 HE 023 471

Dewal, O. S.
Strategies for Improving Teaching and Learning in Universities of Africa. A Report on the International Workshop (Nairobi, Kenya, September 13-21, 1982).
Regional Coll. of Education, Ajmer (India).
PUB DATE- 89
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; Distance Education; *Educational Improvement; *Faculty Development; Faculty Evaluation; Foreign Countries; *Higher Education; *Learning Strategies; Program Development; Research and Development Centers; *Teaching Methods; Universities
IDENTIFIERS- *Africa
The objectives of the workshop were to discuss the need for staff development in African universities, explore various means to improve teaching and learning, prepare an outline to set up centers in universities to cater to the needs of staff development, and outline a basic approach for establishing a continental committee to coordinate and reinforce center activities. Four general sessions took place and were concerned with: evaluation of university/teaching/learning; role of distance teaching; curriculum for staff development; and institutionalization of staff development programs. This document concludes with a background paper for the workshop, titled "Toward Improving Teaching Learning Strategy" which outlines four components of a teaching strategy (planning, presenting, involving the students, and evaluating students) and four components of learning (attending to the teacher, assimilating, storing, and recalling). Includes eight references. (JDD)

ED 318 407 IR 014 311

Hazlett, Thomas W.
Physical Scarcity, Rent Seeking, and the First Amendment.
PUB DATE- Oct 89
NOTE- 29p.; Paper presented at the Annual Telecommunications Policy Research Conference (17th, Airlie House, Warrenton, VA, October 1-3, 1989). For other papers of this conference, see IR 014 305-322.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; *Federal Regulation; *Policy Formation; *Telecommunications
IDENTIFIERS- Broadcast Access Rights; First Amendment; *Physical Scarcity; *Rent Seeking
The driving force in federal licensing has been the combined political interests of legislators desirous of obtaining valuable prerogatives over the assignment of frequencies; incumbent broadcasters, ever vigilant in restricting new entry into broadcasting; and "public interest" lobbyists, whose self-interests lay in politicizing the assignment process despite the expropriation which their constituents thereby suffered. Hence, a classic rent-seeking competition forged the licensing regime in broadcasting in the 1920s and has steadfastly maintained it since, due to the vector payoffs associated with such a scheme. The support for this thesis is evidence suggesting that the historical rendition of the pre-regulation broadcasting market offered in both the NBC and the Red Lion cases was largely fanciful, and that a more accurate history of the early broadcasting period reveals that an orderly market was reshaped by political interests to yield rents, not to solve interference. This history shows that physical scarcity and its ancillary justifications for content regulation are ad hoc rationalizations of policies adopted for specified

political purposes. Most important for Constitutional considerations is that the means chosen to implement such dealings provoke precisely the same concerns that make government licensing of print unlawful; i.e., politicization of the press produces results antagonistic to the most fundamental First Amendment values. (GL)

ED 318 116 EA 021 773

Adams, Gayle M.; And Others
A View from the Inside: School Building Leadership and Management. Report of the Select Seminar on School Building Leadership and Management (Rensselaerville, New York, September 27-30, 1987).
Capital Area School Development Association, Albany, NY. Leadership in Educational Administration Development Center.
PUB DATE- Mar 88
NOTE- 31p.
AVAILABLE FROM- CASDA-LEAD Center, Husted 211, University at Albany, State University of New York, 135 Western Avenue, Albany, NY 12222 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Proceedings (021)
DESCRIPTORS- Cooperation; Elementary Secondary Education; *Leadership; *Models; *Participative Decision Making; *School Based Management; Seminars; *Teacher Administrator Relationship
IDENTIFIERS- *Consensus; *New York
The goal of the seminar reported in this document was to consider the site leadership and management issue as it relates to professionals' changing roles and influences educational equity and excellence. The seminar attempted to bring sensitive reform movement issues back to those most affected by their implications. An important seminar element was the development of leadership models to be later implemented at various states throughout New York State. Each of six Principal Centers, New York University, and the New York City Board of Education will then coordinate, support, and provide technical assistance to school buildings and professional groups involved in the ongoing Leadership in Educational Administration Development Program (LEAD). This report consists chiefly of five presentations from mixed groups of administrators and teachers that express participants' thoughts and experiences. These presentations were the result of long hours of intense, often heated discussion, out of which a spirit of cooperation finally emerged, so that the groups achieved consensus of a philosophy and on alternative models for shared decision-making. All groups recognized that no one model was appropriate for every school, and some groups created a generic model that a school could adapt to suit its own environment. The groups all saw the need for a diversity of models. Each group's special contribution to the seminar is evident in their reports. A list of participants, an explanation of the seminar process, and a reprint of an article on the seminar are also included in this report. (MHL)

ED 318 129 EA 021 879

Banach, William J.
Top Ten Educational Issues Facing Society in 1990.
Macomb Community Coll., Warren, MI. Inst. for Future Studies.
PUB DATE- Jan 90
NOTE- 20p.
AVAILABLE FROM- Publications, Institute for Future Studies, Macomb Community College, 14500 Twelve Mile Road, Warren, MI 48093-3896 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Involvement; Competition; *Demography; Educational Equity (Finance); *Educational Quality; *Educational Trends; Elementary Secondary Education; *Futures (of Society); *Public Opinion

Today's top 10 educational issues are: (1) children held in low esteem; (2) changing work force demographics requiring a new vision of training and hiring objectives; (3) a corner-cutting ethic promoting mediocrity; (4) the development of ethnic "beachheads" which impede the assimilation of immigrants into American society; (5) leadership guided by public opinion polls; (6) the prevalence of competitions and contests in schools; (7) reliance on "rubber" yardsticks in place of national education standards; (8) continued erosion of federal support accompanied by lack of financial equity in the schools; (9) preoccupied parents who spend little time with their children; and (10) a geometrically expanding information base requiring multimedia approaches transcending the printed word. A great deal of cooperative energy will have to be expended to convert these challenges into opportunities for improvement. (MLH)

ED 318 143 EC 230 095

MacGugan, Kirk
Transitioning Manual for Parents, Regular and Special Educators, Vocational Counselors, Students and Adults with Disabilities.
Protection and Advocacy System, Albuquerque, NM.
SPONS. AGENCY- New Mexico State Dept. of Education, Santa Fe.
PUB DATE- 89
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Advocacy; Delivery Systems; *Disabilities; *Education Work Relationship; Elementary Secondary Education; Infants; Lifelong Learning; Long Range Planning; Preschool Education; *Special Education; *Transitional Programs; Vocational Rehabilitation

The manual offers guidance in coping with the major transitions commonly encountered by persons with disabilities. Seven life/education transitions are identified: (1) the environment of services for a child from birth to age 3; (2) the first preschool program for children aged 3 and 4; (3) movement of the disabled child into kindergarten at age 5; (4) placement in an elementary school program at age 6; (5) transition of the child into middle schoool; (6) movement to high school; and (7) the transition from school to work for the adult. A hypothetical case study of a multiply disabled child illustrates the guidelines. Chapters I and II are addressed to parents, cover the first five stages, and include check lists and examples of problems that need advocacy (e.g., lack of school integration). Chapters III and IV are addressed to the student and/or adult with a disability. Check lists for students, parents, school personnel, and vocational rehabilitation personnel are provided as are sample problems requiring advocacy (e.g., lack of school to work transition planning). Appendixes include steps in developing an Individual Family Service Plan, forms, and a glossary of terms. A bibliography of 54 items is also included. (DB)

ED 318 173 EC 230 575

Kirby, Maxine R.
Improving Literacy Experiences of At-Risk Kindergarten Children through a Teacher Education Workshop.
PUB DATE- 8 Oct 89
NOTE- 90p.; Ed.D. Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- At Risk Persons; Developmental Stages; *Inservice Teacher Education; Kindergarten; *Language Handicaps; Primary Education; *Reading Instruction; Teaching Methods; *Whole Language Approach; *Writing Skills
The goals of this practicum were to help teachers of at-risk kindergarten children become more knowledgeable of developmentally appropriate practices for 5-year-olds, and to research, define, and translate appropriate literacy development theory into practical application strategies for teachers. A needs assessment survey was developed and administered to six kindergarten teachers. Subsequently, a staff development program was conducted, teachers were monitored and assisted, and follow-up meetings were held. In the staff development workshop, three strategies were proposed to increase literacy development: the whole language approach, shared reading, and a modified language experience approach. Based on workshop information presented, teachers were to select and implement at least one appropriate literacy development strategy. The teachers chose to utilize an adapted whole language approach. Analysis of practicum evaluation data indicated that both teachers and students benefited from the program. Survey questionnaires, checklists, forms, and 35 references are appended. (JDD)

ED 318 245 FL 018 461

Language Census Report for California Public Schools, 1989.
California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.
REPORT NO.- ISBN-0-8011-0843-8
PUB DATE- 89
NOTE- 30p.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Bilingual Education Programs; Bilingual Teacher Aides; *Bilingual Teachers; Cambodian; Census Figures; Chinese; *Enrollment Trends; Geographic Distribution; *Limited English Speaking; Maps; Public Schools; Spanish; State Surveys; Tagalog; Trend Analysis; Uncommonly Taught Languages; Vietnamese
IDENTIFIERS- *California

Data on California public school enrollments and staff relating to minority languages are presented in tabular and map distribution form, with some summary narrative. Tables include: (1) trends in number of limited-English-proficient (LEP) students by county since from 1985-89; (2) number of LEP students by county and grade, 1989; (3) LEP students as a percentage of total enrollment, 1981-85; (4) number of fluent-English-proficient students (FEP) by county and grade, 1989; (5) number of LEP students by county and language; (6) trends in number of LEP students by language, 1985-89; (7) number of LEP students by grade and language, 1989; (8) number of LEP and FEP students by language, 1989; (9) number of LEP students in bilingual instructional programs, 1989; (10) number of schools using state-approved oral language assessment instruments for initial LEP identification, 1989; (11) number of LEP students and redesignated LEP students, 1981-89; (12) number of bilingual staff members by county and classification, 1989; and (13) number of bilingual staff members by language and classification. Maps show concentrations of LEP students in general, by district, 1989, and by primary language (Spanish, Vietnamese, Cantonese, Cambodian, and Pilipino). Sections of the education code relating to the language census are appended. (MSE)

ED 318 260 FL 018 513

Funchess, Betty L.; Chandler, Jane P.
SOAP: The Continuing Drama of Supervision of Assistants Program.
PUB DATE- 77
NOTE- 10p.; In: Dimension: Languages 77. Proceedings of the Southern Conference on Language Teaching (Orlando, FL, October 1977).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audiovisual Aids; *French; Higher Education; Introductory Courses; *Language Teachers; *Practicum Supervision; Preservice Teacher Education; Program Descriptions; Second Language Instruction; *Teaching Assistants
IDENTIFIERS- *Louisiana State University
The Supervision of Assistants Program (SOAP) at Louisiana State University provides pre-teaching, ongoing, and post-teaching supervision for 20 teaching assistants assigned to 800-1000 undergraduate students of French at the beginning and intermediate levels. Almost all new teaching assistants are assigned a section of introductory French, observing a "model class" regularly, keeping regular but limited office hours, and attending their own classes. Supervision of teaching assistant activities includes information about test use, preparation for the first class meeting, discussion of teaching methods, micro-teaching assignments, and scheduling. Ongoing assistance concerning the course syllabus for each level, teaching assistant-supervisor meetings, and coordination of the use of audiovisual aids is offered through the semester. Evaluation of students, teaching assistants, and supervisors is also part of the program. Student evaluation is based on midterm and final examinations. Teaching assistants are evaluated by their supervisors, and if desired, by students. Evaluation by students is private. The supervisor is reviewed by his students and by the teaching assistants. The questions used in the evaluations are included. (MSE)

ED 318 334 HE 023 392

Cochran, Leslie H.
Administrative Commitment to Teaching: Practical, Research-Based Strategies To Strengthen College Teaching Effectiveness.
PUB DATE- 89
NOTE- 184p.
AVAILABLE FROM- Publications Division, Step Up, Inc., 2 Spanish Street Court, Cape Girardeau, MO 63701 (1-9 copies, $15.95 each; 10 or more, $13.95 each).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Change Strategies; College Administration; College Environment; *College Instruction; College Role; Employment Practices; Faculty Development; Higher Education; Instructional Development; *Instructional Effectiveness; *Instructional Improvement; Leadership; Personnel Policy

This discussion of the value given to teaching in higher education offers research-based insights on how institutions can make a stronger commitment to teaching. Recognizing that change initiatives must be planned and made on a number of fronts, examples and illustrations of how improvements may be made in a variety of areas are presented. The first chapter chronicles the history and role of the teaching profession in the higher education enterprise. The second chapter discusses the factors detracting from teaching, including administrative attitudes, emphasis on publishing, and inadequate rewards. The integral nature of teaching is discussed in chapter 3. Chapter 4 introduces a survey of chief academic officers in 4-year degree-granting institutions concerning institutional commitment to and support of instructional effectiveness. Subsequent chapters report the study's results and offer ideas in the areas of campus environment and culture, employment policies and practices, strategic administrative action, specific instructional enhancement efforts, and instructional development activities. The final chapter outlines an agenda for leadership. A 30-item bibliography and the survey instrument are appended. (MSE)

ED 318 349 HE 023 425

Congressional Scholarships for Science, Mathematics, and Engineering Act. Report. Committee on Science, Space, and Technology, House of Representatives, 101st Congress, 1st Session.
Congress of the U.S., Washington, DC. House Committee on Science, Space and Technology.
REPORT NO.- House-R-101-220
PUB DATE- 4 Aug 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Disabilities; *Engineering Education; Federal Legislation; Federal Programs; Females; Higher Education; *Mathematics Education; *Merit Scholarships; Minority Groups; *Scholarship Funds; *Science Education; Student Development; *Talent; Undergraduate Study
IDENTIFIERS- Congress 101st

H.R. 996 is a bill to strengthen the science and technology base of the United States by providing opportunities for talented young people to pursue postsecondary education in science, mathematics, and engineering. The bill establishes a Congressional Scholarship Program at the National Science Foundation to provide undergraduate 2-year and 4-year scholarships. Ultimately, the program seeks to increase participation by talented young people, including women, minorities, and individuals with disabilities, in careers in science and engineering and in teaching careers in science and mathematics in elementary and secondary schools. This report recommends an amended version of H.R. 996. The report reprints the proposed legislation; describes the nature of the scholarship program and funding authorization; provides a sectional analysis of the bill and a cost estimate; notes the bill's legislative history; and explains the views and the amendments of the House Committee on Science, Space, and Technology. (JDD)

ED 318 392 IR 014 269

Beaver, John F.
The Experience Factor in Elementary Computing.
PUB DATE- 87
NOTE- 11p.; For related report, see IR 014 270.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; Elementary Education; *Program Development; Program Evaluation; *Program Length; School Surveys
This study was undertaken in the fall of 1987 to investigate the differences between schools with long-established and newer instructional computing programs, and to test the assumption that experience indicates superior program quality. Seventy-three elementary schools believed to have developed outstanding instructional computing programs were divided into two groups according to the longevity of their instructional computing programs and surveyed to determine: (1) the ratio of students to computers; (2) the ratio of computers to teachers; (3) total computer-related expenditures; (4) total computer budgets for a 2-year period; (5) the presence or absence of computer expenses as a permanent budget line item; (6) the number of years for which instructional computing programs were planned; (7) the extent of teaching staff involvement; and (8) the allocation of computer time to programming, computer-assisted learning, and other applications. The established program group surpassed the newer group in all measurable categories, leading to the conclusion that program quality generally corresponds to program maturity. It was also found that the established group devoted more time to computer applications and less to computer-assisted learning than the newer group. Data for each of the variables for the two groups are displayed in a table. (NRP)

ED 318 073 CS 507 146

Pruitt, Randall P.
A Student Perspective on Leaders and Leadership.
PUB DATE- Apr 90
NOTE- 12p.; Paper presented at the Annual Meeting of the Central States Communication Association (Detroit, MI, April 5-8, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Clergy; College Students; Communication Research; Higher Education; *Leaders; *Leadership Qualities; *Leadership Responsibility; Moral Values; Persuasive Discourse; Public Opinion; Student Reaction
IDENTIFIERS- Charisma; Educators; Honesty; Leadership Effectiveness; Politicians
A survey involving 98 speech communication majors enrolled in a leadership communication course at a large midwestern university was conducted to determine what students in the field of communication think regarding leadership. Respondents were asked for their opinions regarding the ideal traits of leaders, how leadership has changed in the last 100 years, professions and individuals who set positive and negative examples of leadership in today's society, and advice they would offer to future leaders. Results revealed that leaders need to possess strong personal ethics and should view their leadership roles as service to others rather than an opportunity to fulfill self-interests. Results also revealed that political leaders, television evangelists, and professional sports figures were examples of leaders held in low esteem while educators, coaches, and religious leaders provided examples of positive leadership. Further study into students' views on leadership is called for. (KEH)

ED 318 086 EA 021 679

Strubbe, Mary A.
An Assessment of Early Adolescent Stress Factors.
PUB DATE- 89
NOTE- 14p.; In: Research Annual: Selected Studies, 1989. Columbus, Ohio, National Middle School Association. p47-59.
AVAILABLE FROM- Publications, National Middle School Association, 4807 Evanswood Drive, Columbus, OH 43229 (Research Annual, $8.50 plus $2.00 shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Grade 6; Grade 7; Grade 8; Junior High Schools; Middle Schools; *School Role; *Stress Variables; Student Adjustment; *Student Attitudes; *Student Development

Rapid developmental changes amplify early adolescent children's susceptibility to stress. A lack of refined coping skills accompanied by an increase in stress factors affecting young adolescents contributes to their use of counterproductive approaches to stress management. To examine the frequency and intensity of early adolescent experiences with stress, 3,382 middle level students (grades 6 through 8) from 13 schools representing Delaware, Maryland, Kentucky, Missouri, Michigan, Indiana, and Arizona, completed the Early Adolescent Stress Inventory. Using a five-point scale, subjects indicated their levels of experienced stress on 43 items. Both urban and rural communities varying in population from 1,250 to over 1 million were included, and student enrollment in participating schools ranged from 392 to 1,029. The students reported stress in all aspects of their lives. Of the 20 most stressful items, 7 were experienced by 82-95 percent of the subjects; these included taking tests, speaking in front of class, grades, and personal appearance. Females reported experiencing more stressors and more intense reactions than males. Additionally, special education students reported more stressful reactions than other students. Education's contribution to early adolescent stress cannot be ignored; emphasizing academic achievement without also dealing with other developmental concerns serves to compound the effects of stress. (27 references) (KM)

ED 318 188 EC 230 593

Hall, Sandra; And Others
Selected Articles on Feeding Children Who Have a Neuromuscular Disorder. TIES: Therapy in Educational Settings.
Oregon Health Sciences Univ., Portland. Crippled Children's Div.; Oregon State Dept. of Education, Salem. Regional Services for Students with Orthopedic Impairments.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 52p.
GRANT- G008630055
AVAILABLE FROM- Child Development and Rehabilitation Center Publications, Oregon Health Sciences University, P.O. Box 574, Portland, OR 97207 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Anatomy; *Cerebral Palsy; Child Development; Children; *Eating Habits; *Neurological Impairments; *Physical Disabilities; Physiology; *Self Care Skills
IDENTIFIERS- *Feeding; Oral Hygiene; Sucking Behavior
The manual contains articles about evaluating and addressing the feeding needs of children who have oral-motor dysfunctions. "Helpful Hints for Feeding Children with Oral-Motor Dysfunction" (Janet Wilson) offers 20 suggestions relating to such areas as positioning the child, monitoring food preferences, and attending to oral hygiene. "Procedures to Promote Jaw Control" (Sandra Hall) is a one-page paper on positioning the child for more effective jaw control. "Oral-Motor Development: Normal and Abnormal" (Suzanne Evans Morris) describes three stages in oral-motor development: sucking and swallowing of liquids, spoon-feeding of semi-solids, and development of chewing. "Feeding Patterns of the Normal Infant" (Morris) offers a developmental perspective on feeding patterns from birth to 36 months of age. "Problems of Cerebral Palsy and Oral-Motor Function" (Morris and Sandra Stockdale Weber) discusses characteristics of cerebral palsy which may impair the development of oral-motor skills, such as abnormal postural tone, abnormal oral and facial sensitivity, abnormal oral reflexes, and inability to imitate oral movements. "Overview of the Anatomy and Physiology of the Oral-Pharyngeal Mechanism" (Morris) addresses how anatomy and physiology affect the normal developmental process and how they influence the approach to treatment in neurologically impaired children. (JDD)

ED 318 217 FL 018 247

Kuhn-Osius, K. Eckhard; Kym, Annette
Using Reading to Promote Proficiency.
PUB DATE- 88
NOTE- 15p.; In: Perspectives in Foreign Language Teaching. Proceedings of the Annual Conference on the Teaching of Foreign Languages and Literatures (12th, Youngstown, OH, October 21-22, 1988); see FL 018 244.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- German; *Language Proficiency; *Reading Instruction; Reading Processes; *Reading Skills; Schemata (Cognition); Second Language Instruction; Skill Development; *Textbook Selection
IDENTIFIERS- Authentic Materials
A discussion of second language reading instruction to develop language proficiency examines the concept of reading proficiency, the reading processes used by native speakers and language learners, the importance of top-down and bottom-up reading, activating predicting and projecting skills, the difference between reading at the peak of one's proficiency and reading for proficiency, and three different types of reading texts. The three text types examined are: (1) the information text, which may be linguistically difficult for the student, but can be understood if the student consciously activates schemata and processes top-down; (2) the input text, so called because its function is to input text in the learning process; and (3) the grammatical display text, which may include textbook dialogues or chapter texts because they are explanatory only. Passages from German texts are used to distinguish the uses of the various text types. Selection of textbooks and authentic texts is discussed. A brief bibliography is included. (MSE)

ED 318 231 FL 018 445

Wolfram, Walt
Incorporating Dialect Study into the Language Arts Class. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-FL-89-10
PUB DATE- Feb 90

NOTE- 4p.
CONTRACT- RI88062010
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Class Activities; Classroom Techniques; Curriculum Design; *Dialect Studies; Elementary Secondary Education; *Language Arts; Pronunciation Instruction; Research Projects; Standard Spoken Usage; Student Projects; Vowels
IDENTIFIERS- ERIC Digests

Most educational programs focusing on dialect differences are constructed to move speakers toward the standard variety of English. However, dialect study as language study in its own right introduces dialects as resources for learning about language and culture, with potential for language arts education. Systematic introduction of dialect diversity in the language arts curriculum can be used to: (1) challenge popular myths about dialects; (2) offer a new perspective on the nature of language; and (3) develop critical thinking skills. Studying dialects does not threaten the sovereignty of Standard English, but instead offers an understanding of the reasons for learning this variety. Although the themes in a curriculum unit on dialects vary depending on level, topics should be included concerning the naturalness of American English dialects, dialect patterning and rule government, dialect levels, and dialect consequences. Learning about dialects is accomplished most efficiently through active learning supported by a variety of audio-visual aids, several of which are available commercially. A sample exercise about dialect patterning in Southern vowel pronunciation illustrates another kind of learning activity; the range of possible class projects is broad and varied. Appropriate levels for dialect study range from mid-elementary to upper secondary education. (MSE)

ED 318 275 FL 800 036

Ringel, Harry; Smith, Jeanne H.

English as a Second Language: Language Experience Approach. Instructional Guide and ESL Reader.
Nationalities Service Center, Philadelphia, PA.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Classroom Techniques; *English (Second Language; Hispanic Americans; Instructional Materials; *Language Experience Approach; Language Teachers; *Literacy Education; Reading Materials; Second Language Instruction; *Student Developed Materials; Teacher Education
IDENTIFIERS- Southeast Asians

This guide to the instruction of English as a Second Language (ESL) using the Language Experience Approach (LEA) consists of two parts: an instructional guide, to be used as a tool for training instructors to use the LEA approach, and a collection of 30 lessons using stories produced by students and student groups using LEA in ESL classes. The instructional guide describes the LEA process and differences between LEA instruction carried out with native English speakers and LEA used in combination with ESL instruction. The overall learning objectives of the LEA approach are outlined, and its use in groups and in the classroom is discussed. A description of the LEA/ESL method includes sections on story starting techniques, asking questions, the stories themselves, and follow-up exercises. Some additional information sources and instructional resources are suggested. The ESL reader is divided into Southeast Asian stories and Hispanic stories, and within these groups, into beginning, intermediate, and advanced level lessons. A brief introductory section provides suggestions for classroom use of the stories, including a variety of preliminary and post-reading exercises. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 289 FL 800 101

Minicz, Elizabeth A. Watson; And Others
Determining Reading Levels for Nonnative Speakers of English: A Study To Explore the Possibility of Correlations between Nonnative Literacy (ESL) and Adult Basic Education (ABE) Reading Tests. Final Report.
William Rainey Harper Coll., Palatine, Ill.

PUB DATE- 28 Jul 89
NOTE- 117p.; Appendix 9 and parts 2, 3 and 4 (budget, project application, and interim report) are not included in ERIC copy.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Basic Education; Comparative Analysis; Correlation; Employer Attitudes; *English (Second Language); Language Skills; Language Tests; *Literacy; *Reading Comprehension; *Reading Tests; *Test Use
IDENTIFIERS- Illinois
Recent workplace literacy initiatives for limited-English-proficient (LEP) employees in Illinois have resulted in employer interest in the measurement of adult English-as-a-Second-Language (ESL) achievement, particularly in the area of reading comprehension. Employers are requesting that evidence of a language minority employee's reading ability be reported in grade level equivalents similar to those used to report the skill levels of native speakers. The study reported here investigated the following: (1) whether there is any correlation between commonly-used ESL tests of reading comprehension and adult basic education norm-referenced tests; (2) which tests are more highly correlated; and (3) whether any adult ESL reading comprehension test can be used to predict performance on adult basic education tests. Some specific correlations were found. In addition, commonalities in the populations of LEP nonnative speakers and undereducated native speakers were noted. Further research with larger samples is recommended. Appended materials include forms, data, and correspondence related to the study. (Author/MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 363 HE 023 439

Gerrity, Deborah A.; Sedlacek, William E.
A Profile of Incoming Freshmen at the University of Maryland, College Park, 1989. Research Report #22-89.
Maryland Univ., College Park. Counseling Center.
PUB DATE- 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Aspiration; Career Development; College Choice; *College Freshmen; Counseling Services; *Extracurricular Activities; Higher Education; *School Demography; State Universities; *Student Attitudes
IDENTIFIERS- *University of Maryland College Park
The University New Student Census was administered to 935 randomly selected students out of 3,388 incoming freshmen at the University of Maryland, College Park (UMCP). This report offers findings concerning the general characteristics of the freshmen, their reasons for choosing UMCP. The survey also gathered data on their academic orientation (including their academic development, school work attitudes, philosophy and objectives, expectations of college courses, reasons for wanting to complete college, and career goals) and their extracurricular pursuits, including leisure time, cultural pastimes, and religion. Selected findings include: half of the students stated that UMCP was their first choice; 33% chose UMCP because of either overall or departmental academic excellence; Scholastic Aptitude Test scores averaged 1,085 for all incoming freshmen; almost half of the students indicated an interest in educational/vocational counseling; and 10% were interested in emotional/social counseling. (JDD)

ED 318 422 IR 014 326

Bates, A. W.
Experiences from the British Open University and Pointers to the Future.
PUB DATE- 6 Apr 88
NOTE- 19p.; Paper presented at the Conference, Distansundervisning: En undervisningsform for 90-talet (Stockholm, Sweden, April 25-27, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; *Educational Media; *Educational Technology; Foreign Countries; Futures (of Society); Higher Education; *Open Universities
IDENTIFIERS- *Open University (Great Britain)
This paper begins with a short description of the British Open University which covers the programs of study (undergraduate, continuing education, and higher degrees); mediums of teaching (correspondence texts, broadcast television, audiocassettes, radio, face-to-face or telephone tutorials, audioconferencing, summer schools, home experiment kits, and home computers); teaching staff, regional services, and administration; income and expenditures; and external recognition. A general discussion of distance education considers criteria defining distance education and open learning systems, important characteristics of distance education--student autonomy and provision of a complete learning experience--and ideological issues in the way distance education is provided. The spread of distance education and reasons for its growing popularity are also addressed. Important developments at the Open University are then described: (1) a coherent and balanced program leading to a recognized degree; (2) the continuing education program; (3) high quality teaching materials designed for independent distance learners; (4) an extensive student support service; (5) involvement with other educational institutions in Britain; and (6) extensive use of technology. Lessons learned from the Open University are presented, and the paper concludes with discussion of the future of distance education which focuses on extended vocational and continuing education programs, technology, course design, internationalization, and new organizations for provision of distance education. Three references are listed. (MES)

ED 318 436 IR 014 343

Akiyama, Takashiro; And Others
School Broadcasting in Japan--Status and Trends. The 1986 Academic Year National Survey on Utilization of School Broadcasting.
PUB DATE- 88
NOTE- 24p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)
DESCRIPTORS- *Audiovisual Aids; *Educational Innovation; *Educational Television; Elementary Secondary Education; Foreign Countries; *Microcomputers; School Surveys; Use Studies; *Videodisks; *Videotape Recorders
IDENTIFIERS- *Japan
The new media--including videodisks, microcomputers, and communication networks--are now becoming widely accepted in the world of education. It is predicted that as a result there will be many rapid changes in school education, both in content and in methods. In order to analyze rates, degree, and methods of utilizing the new media, the NHK Radio and Television Culture Research Institute conducted a nationwide survey on the use of school broadcasting in Japan. The survey was designed to clarify the relationships between the use of school television and video recorder diffusion and utilization, the recording and use of videotapes of school programs from previous years, the use of general television programming in instruction, the use of locally-produced videotapes, and the use of commercial educational videotapes. It is noted that the diffusion of video recorders has changed the utilization of educational broadcasting in Japan and that other media, such as the microcomputer and the videodisk, have not achieved the popularity of the video recorder. (3 references) (Author/GL)

ED 318 046 CS 507 113

Rosenblatt, Paul C.
Analysis of Theoretical Metaphors with Illustrations from Family Systems Theory.
PUB DATE- 15 Aug 89
NOTE- 7p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Processes; Communication Research; *Cultural Context; Family Role; Family Structure; *Interpersonal Communication; Language Role; *Metaphors; Personality; Psychiatry; Psychology; Social Theories
IDENTIFIERS- Family Communication; *Family Systems Theory; Metaphorical Thought
Metaphoric analysis of family systems theory illustrates how metaphors and alternatives to those metaphors identify what a psychological theory has highlighted and obscured about the phenomena at its focus and how it has structured that phenomena. The most commonly used metaphors in family systems theory are the metaphors of system (system elements, patterned relationships among elements, system goals), entitivity (external boundaries, system cohesion), internal structure (internal system boundaries), system vitality (energy), and governance (system rules negative feedback, homeostasis, fit to the environment, morphogenesis, positive feedback). Although a system for choosing theoretical metaphors has yet to be developed, alternative metaphors should not stray too far from the original metaphors and must be concrete. Examples of three fresh family systems metaphors include the family as a group of people traveling in a vehicle, the family as a tapestry, and the family as a river. Each provides a different degree of emphasis and insight into understanding families. (KEH)

ED 318 102 EA 021 720

Gillespie, John O.
Strands: An Analysis of Sequenced Essential Skill Objectives by Subject Areas and through the Grade Levels.
PUB DATE- Feb 90
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Criterion Referenced Tests; *Databases; Elementary Secondary Education; *Flow Charts; *Scores; *Student Evaluation
IDENTIFIERS- *Duval County Public Schools FL
For the last 10 years, the Duval County School System (Jacksonville, Florida) has accumulated extensive student performance data with its district-wide criterion referenced testing program (the Essential Skills Test for K-6 students and the Minimum Level Skills Test for grades 7-12), which tests over 100,000 students yearly. The research project summarized in this report analyzed the testing data to identify students' academic strengths and weaknesses, determine what grade levels and areas experience a breakdown in understanding, and discover what the county can do to increase mastery of essential concepts. Duvall County used its own curriculum objectives guides to create the STRANDS model, a mechanism that follows students' mastery of essential skills objectives in the elementary grades and their subject area mastery in the secondary grades. Using flowchart analysis techniques, the research team could plot the percentage of students passing all objectives at all levels. STRAND has helped the district narrow its focus considerably. The flowchart analysis has helped the district provide intervention strategies for students with low reading comprehension scores, compare students from different demographic groups, and improve teaching and instructional strategies. Two flowcharts (for 1988 and 1989) are included. (MLH)

ED 318 174 EC 230 576

Anderson, Penny P.; Fenichel, Emily Schrag
Serving Culturally Diverse Families of Infants and Toddlers with Disabilities.
National Center for Clinical Infant Programs, Washington, DC.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 89
NOTE- 31p.
GRANT- MCJ-113271
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cultural Awareness; *Cultural Differences; *Delivery Systems; *Disabilities; *Early Intervention; Family Involvement; Infants; Preschool Education; Program Development; State Programs; Toddlers

This publication emerged from an invitational meeting held by "Project Zero to Three" to address how best to provide effective, culturally sensitive, and comprehensive early intervention programs to all infants and toddlers with disabilities and their families in an equitable way. Following an overview of the concept of culture and how that concept may be understood and used by human service providers, specific cultural issues are discussed, such as family definitions, roles, relationships, and child-rearing techniques; health, illness, and disability beliefs and traditions; and communication and interactional styles. This information is then used as a basis for suggesting strategies which states might consider in their efforts to enhance cultural sensitivity in services. The strategies focus on data collection, family participation in policy making and program design, public awareness, working with individual families, staffing, monitoring, and evaluation. Included are a list of 22 references, a list of 33 recommended readings, and descriptions of resource organizations and projects. (JDD)

ED 318 203 EC 230 833

Supported Employment Resource Guide, 1990. NARF Technical Assistance Series.
National Association of Rehabilitation Facilities, Washington, DC.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 150p.
GRANT- G008745415
AVAILABLE FROM- National Association of Rehabilitation Facilities, P.O. Box 17675, Washington, DC 20041 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Audiovisual Aids; Computer Software; Demonstration Programs; *Disabilities; *Employment Programs; Federal Programs; Job Placement; Postsecondary Education; Program Administration; Rehabilitation Centers; *Rehabilitation Programs; Resources; State Programs; *Technical Assistance; *Vocational Rehabilitation
IDENTIFIERS- *Supported Employment Programs

This 1990 edition lists print, audiovisual, organizational, and program resources in the area of supported employment programs for individuals with disabilities. The first section focuses on training, technical assistance, and research, listing 27 state-supported employment demonstration projects funded by the Office of Special Education and Rehabilitative Services, federal resources, university affiliated programs, state chapters of the National Association of Rehabilitation Facilities, and other rehabilitation research and training centers and technical assistance sources. The second section covers media resources, including newsletters/information packets, audiovisual materials, and software resources. The bibliography section lists several hundred resources divided into administration and business concerns; future, global, and policy issues; techniques in assessment, job coaching, training, programming, and other areas; and outcomes. (PB)

ED 318 377 HE 023 472

Adelman, Clifford
Cultural Literacies in the College Curriculum: The Records of a Generation.
Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cross Cultural Studies; *Cultural Awareness; *Cultural Education; Curriculum; *Diffusion (Communication); Higher Education; Program Content; *Role of Education; Student Characteristics
IDENTIFIERS- National Longitudinal Study High School Class 1972
The paper explores the role of higher education in the diffusion of cultural information. The paper analyzes the postsecondary curricular experience using data from the National Longitudinal Study for the Class of 1972 (NLS/72). Four stores of information are identified as the "primary" cultural store and secondary stores corresponding to demographic, cultural-interest, and specialist subgroups and these streams of information are represented by course clusters in: (1) minority and women's studies, (2) popular culture/media, (3) non-western culture and society, and (4) western culture and society. The paper also examines the nature of the institutions in which formal cultural studies are pursued and the demography of students who tend to engage in formal study in one or more of the cultural literacy clusters. Findings show that one out of five Bachelor's degree recipients in the NLS/72 had no postsecondary exposure to western cultural/social information at all. The lowest participation rates occurred among majors in engineering and applied sciences. Given the NLS/72 generation's limited exposure to its own culture and its even more limited exposure to secondary cultural literacies, it is concluded that this generation seems unsuited to participate in the diversity of world culture and economy. Includes 22 references. (JDD)

ED 318 408 IR 014 312

O'Donnell, Shawn
Mortgaging the First Amendment: Strategic Use of the Regulatory Process and the Electronic Media.
PUB DATE- Oct 89
NOTE- 16p.; Paper presented at the Annual Telecommunications Policy Research Conference (17th, Airlie House, Warrenton, VA, October 1-3, 1989). For other papers of this conference, see IR 014 305-322.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; *Federal Regulation; *Policy Formation; *Telecommunications; *Telephone Communications Systems
IDENTIFIERS- *Fairness Doctrine; Federal Communications Commission; First Amendment; *Must Carry Rule (Broadcasting)
This analysis of First Amendment rights for the electronic media recounts the stories of the broadcasting/cable industry must-carry compromise of 1986 and the failed codification of the Fairness Doctrine in 1987. It is noted that these cases were peculiar because, in each instance, the most powerful media in the country willingly sought abridgment of their First Amendment rights. The comment is made that, although each of these attempts failed, it is likely that this disturbing practice will recur. Some causes for this curious behavior are suggested, and the paper concludes with a discussion of how the lessons learned from the must-carry and Fairness cases can contribute to the up-coming regulatory debate over telephone company video services. (GL)

ED 318 059 CS 507 130

Communication Skills. Advisory List of Instructional Media.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Media Evaluation Service.
PUB DATE- Mar 90
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; Audiovisual Aids; *Childrens Literature; *Communication Skills; Elementary Secondary Education; Filmstrips; Instructional Materials; *Reading Material Selection; Videotape Recordings
IDENTIFIERS- North Carolina

This advisory list includes annotations for 77 children's books, books for teachers, reference books, workbooks, and supplementary texts dealing with communication skills. The list also includes annotations for four color filmstrips; kits; study prints; and six videocassettes. Included with the list are a directory of publishers mentioned. Suggested grade levels, and the price of each item is included in the list. (RS)

ED 318 130 EA 021 881

School Improvement Teams. Best of ERIC, Number 102.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 5p.
CONTRACT- 400-86-0003
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; *Educational Improvement; Elementary Secondary Education; Literature Reviews; Management Teams; *Participative Decision Making; Quality Circles; *School Based Management; *School Effectiveness; *Teacher Participation; *Teamwork

Included in this annotated bibliography of 11 publications on school improvement teams are 2 reports analyzing the use of "quality circles" in the school setting. Five case studies describe the following: (1) a site-based improvement program at eight Oklahoma City, Oklahoma, schools; (2) problem-solving teams in Duluth, Minnesota, that have helped heal wounds from a teachers' strike; (3) a project in Saginaw, Michigan, through which school staffs cooperatively identify and address their most needed areas of improvement; (4) how an Anchorage, Alaska, high school used the Delphi Dialog Technique to identify its goals; and (5) a project in Fairfax County, Virginia, that increased participation in school management. Another entry is an annotated bibliography including works on school improvement teams, running committee meetings, and writing action plans. The remaining three entries are: (1) an article arguing that today's teachers are well qualified to play a larger role in their schools and that they can do so by participating in school improvement teams; (2) an examination of four models of structured teacher participation in school management; and (3) a manual that offers step-by-step assistance for school improvement teams and makes a case for planned change in which teachers play leading roles. (MLF)

ED 318 144 EC 230 096

Baron, Carla
Building Adult Relationships: Are You Treated as an Equal in Your Family? (A Pamphlet for People with Disbilities) and Como Establecer Relaciones Adultas: Se Lo Trata a UD. Igual que a Los Demas Adultos en Su Familia? (Un Panfleto para las Personas con Impedimentos).
Protection and Advocacy System, Albuquerque, NM.
SPONS. AGENCY- Department of Education, Washington, DC.; New Mexico Commission for the Blind.; New Mexico State Dept. of Education, Santa Fe. Div. of Vocational Rehabilitation.
PUB DATE- 89
NOTE- 25p.; For a related document, see EC 230 097.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Adults; Conflict Resolution; Daily Living Skills; Decision Making; *Disabilities; *Family Life; Family Problems; *Interpersonal Communication; *Interpersonal Relationship; Self Esteem
IDENTIFIERS- New Mexico
Two booklets, in English and Spanish, are addressed to disabled adults and offer guidelines for building adult relationships within the family. Stressed are the importance of feeling good about oneself, learning to make decisions, and developing good communication skills so that family balance is maintained. Also included are lists of the types of support groups found in New Mexico, such as the Information Center for New Mexicans with Disabilities. (DB)

ED 318 159 EC 230 561

Schwier, Karin Melberg
Keith Edward's Different Day.
G. Allan Roeher Inst., Toronto (Ontario).
REPORT NO.- ISBN-0-920121-39-X
PUB DATE- 88
NOTE- 35p.
AVAILABLE FROM- G. Allan Roeher Institute, 4700 Keele St., Kinsmen Building, York University, Downsview, Ontario, Canada M3J 1P3 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childhood Attitudes; *Childrens Literature; Differences; *Disabilities; Foreign Countries; Individual Differences; Picture Books
IDENTIFIERS- Attitudes toward Disabled
The children's picture book and parent/teacher discussion guide present disabilities as among the many "differences" that make the world interesting. Acceptance of people with handicaps is stressed in the sample questions and answers in the discussion guide. Fifteen additional resources (print, audiovisual, and other) are recommended. (DB)

ED 318 246 FL 018 462

Pufahl, Ingrid
Tense Variation in Indirect Speech.
PUB DATE- Dec 89
NOTE- 13p.; Paper presented at the Annual Meeting of the Linguistic Society of America (Washington, DC, December 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- English; *Language Patterns; Language Research; *Language Styles; Linguistic Theory; *News Reporting; Speech Habits; *Television; *Tenses (Grammar); *Verbs
IDENTIFIERS- *Indirect Speech
A study of the extent to which the sequence-of-tenses rule (STR) is used in television news reporting in the United States is presented. The study examines which tenses are shifted most frequently and explains the uses and functions of tense variation. It is argued that STR is not always a semantically and pragmatically unmarked form as proposed by prescriptive grammars.

Rather, in almost all cases in which it may be optional, reporters shift tenses to distance themselves from quoted speakers or quoted speech contents. By the same token, tenses are not shifted when reporters agree with the original speaker. However, if negative evaluation is marked by other devices, lack of tense shift is used to signal that the original speaker is still committed to the validity of his proposition, suggesting that the news content is still valid. A special case is simple past in the original speech, which is hardly ever backshifted, and in which case other devices mark evaluation. This suggests that the tense backshift rule is being replaced by the tense concord rule and that retention of simple past is typical of colloquial style, which networks try to use in their broadcasting. (Author/MSE)

ED 318 261 FL 018 514

Morain, Genelle, Ed.
Dimension: Languages 79. Folklore as Culture: Linking Life to Language. Proceedings of the Pre-Conference Workshop at the Southern Conference on Language Teaching (15th, Atlanta, Georgia, 1979).
Southern Conference on Language Teaching, Atlanta, Ga.
PUB DATE- 80
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Bibliographies; *Body Language; Classroom Techniques; Conference Proceedings; *Folk Culture; Foreign Countries; French; German; Instructional Materials; *Latin American Culture; Media Selection; *Nonverbal Communication; Research Methodology; Second Language Instruction; Second Language Learning
IDENTIFIERS- *Brazil; *France; Germany; Latin America; United States
Papers from a workshop on folklore in second language teaching include: "Folklore in the Classroom: Lifting the Lid on the Magic Coffer" (Genelle Morain); "An American Folklore Quiz" (Genelle Morain); "Who's Afraid of Dr. Faust?" (Gerhard H. Weiss); "German Folklore Bibliography for Teachers" (Gerhard H. Weiss); "Latin American Folklore: Research Strategies and Instructional Selection" (Frederick L. Jenks); "Hispanic Folklore: A Partial Bibliography" (David Christian Hasty); "Croyances et Traditions en France" (Jacqueline C. Elliott); "French Folklore Bibliography" (Jacqueline C. Elliott); "French Without Words: Explanation and Application of French Culture-Coded Silent Communication" (Bobbie McKeller); "Gestures: The Brazilian Experience" (Roslyn R. Sprayberry); and

"Kinesics Bibliography" (Roslyn R. Sprayberry). A list of conference sponsors and patrons is also included. (MSE)

ED 318 305 HE 022 005

1988 Winners of the Cost Reduction Incentive Awards.
National Association of Coll. and Univ. Business Officers, Washington, D.C.
PUB DATE- 88
NOTE- 48p.
AVAILABLE FROM- National Association of College and University Business Officers, One Dupont Circle, Suite 500, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cost Effectiveness; *Costs; Educational Facilities; *Educational Innovation; Higher Education; *Operating Expenses; Program Effectiveness; *Program Implementation
IDENTIFIERS- *Cost Reduction Incentive Awards

Outstanding cost-reduction programs implemented at colleges and universities during calendar year 1987 are recognized. Each of the 54 award-winning ideas is described in a paragraph-length program summary. Although some aspects of programs may be unique to a particular institution, creative administrators are challenged to tailor the programs to meet the special requirements of their

institutions. The programs include: treatment of hazardous wastes; facility management; negotiations for computer services; negotiations for carpet; work scheduling of employees; employee rehabilitation; use of mail services; automation to reduce personnel costs; computerized inventory and purchasing systems and timekeeping systems; cooperative programs; energy saving projects; fringe benefit packages for employees; and others. A list of all 1988 participants and a list of 1987 winners are included. (JDD)

ED 318 320 HE 023 353

Hayhoe, Ruth
Chinese Higher Education and Commodity Socialism: The Problem of Political Education.
PUB DATE- 1 Apr 89
NOTE- 27p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (Cambridge, MA, April 1, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Trends; Foreign Countries; *Free Enterprise System; Higher Education; Models; Political Attitudes; *Political Socialization; *Trend Analysis; Values
IDENTIFIERS- *China
This paper reviews trends in political education in China and examines implications of the new market emphasis on political education in institutions of higher education. Trends toward increased academic openness and cross fertilization among academic fields after the Cultural Revolution are identified. Reforms during this period are seen to have focused on guiding student energies along lines acceptable to Party reform directions and not deviating essentially from traditional Confucian approaches. The more recent emphasis on money and market forces is considered in the context of its role in steering Chinese society. The model of J. Habermas in his critique of western capitalism is applied to the current situation in China, suggesting that the release of money as a steering mechanism is shaking up social and cultural patterns and leading to a sense of meaninglessness among university students. The effects of political education under commodity socialism are briefly considered from three different perspectives: (1) largely positive; (2) mixed; and (3) limited strictly to the economic realm. (DB)

ED 318 350 HE 023 426

Gray, Pamela L.; Buerkel-Rothfuss, Nancy L.
Graduate Teaching Assistant (GTA) Training: The View from the Trenches.
PUB DATE- Nov 89
NOTE- 40p.; Paper presented at the National Conference on the Training and Employment of Teaching Assistants (2nd, Seattle, WA, November 15-18, 1989). For a related document, see HE 023 427.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Evaluation; *Graduate Students; Higher Education; Job Satisfaction; Self Evaluation (Individuals); *Student Attitudes; Supervision; *Teaching Assistants; Teaching Skills; *Training
Two hundred seven graduate teaching assistants (GTAs) who had taught for a semester or longer and 322 who had not yet taught responded to a questionnaire concerning their perceptions of GTA training. The questionnaire assessed GTA perceptions and characteristics in seven areas: demographic characteristics and teaching responsibilites; training experiences; evaluations of training experiences; supervision or ongoing/follow-up training activities and evaluations of those follow-up activities; perceptions of their teaching ability and the degree to which training affected that ability; perceived needs as GTAs and the importance of various activities for meeting those needs; and overall satisfaction with their graduate teaching assistantships. Returning GTAs and new GTAs indicated that only about half of them had received or would receive any training for their assistantships. GTAs who had taught generally were satisfied with their assistantship responsibilities, felt that their department's preparation of GTAs to teach was much better than other departments, and rated themselves highly as teachers. Topics the GTAs wanted to have included in training programs were: balancing graduate school and teaching, giving and accepting criticism, handling upset students, classroom ethics, appropriateness of making exceptions to rules, saying "no" to students, and establishing authority. Contains over 100 references. (JDD)

ED 318 364 HE 023 440

Nunez-Wormack, Elsa; And Others
Annual Report on Freshmen--1988--The College of Staten Island/CUNY.
City Univ. of New York, Staten Island. Coll. of Staten Island.
PUB DATE- 90
NOTE- 35p.
AVAILABLE FROM- Office of Freshman Programs, The College of Staten Island/CUNY, 715 Ocean Terrace, Staten Island, NY 10301.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; *Academic Persistence; Age Differences; *College Freshmen; Employment; *Enrollment Trends; Family Income; Higher Education; Racial Differences; Remedial Instruction; Residential Patterns; *School Demography; Sex Differences; Student Attitudes; Student Characteristics
IDENTIFIERS- *City University of New York Coll of Staten Island
This report presents data on the 1988 freshman class of the College of Staten Island of the City University of New York, from the perspectives of profile, performance, and retention. Data are reported not only for the class as a whole and according to full-time and part-time sessions, but also by day, evening, weekend, and combined sessions. In addition, the population is viewed according to age, gender, race, ethnicity, and English-language background. Data are organized within the following categories: (1) demographics; (2) college preparedness, including high school averages, Freshmen Skills Assessment Program test scores, and trends over time; (3) aspirations, attitudes, and activities; (4) parental income; (5) employment and living arrangements; (6) enrollment trends; (7) grade point average after one and two college semesters; (8) enrollment in basic skills courses; and (9) first year persistence. (JDD)

ED 318 393 IR 014 270

Beaver, John F.
Elementary School Instructional Computing: Don't Let Administrators Feel They've Already Paid Their Dues.
PUB DATE- 87
NOTE- 13p.; For a related report, see IR 014 269.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; *Budgets; Comparative Analysis; *Computer Assisted Instruction; Elementary Education; *Expenditure per Student; Program Costs; *Resource Allocation; School Surveys
Some school administrators may feel that initial investments in instructional computing programs were sufficient, and that the programs do not merit continued support. Information on fund allocation for outstanding instructional computing programs can be useful to the "typical" school administrator seeking advice on how best to allocate the limited funds available for instructional computing. During the fall of 1987, a study investigated the budgetary characteristics of 73 elementary schools believed to have developed outstanding instructional computing programs. The schools were surveyed to determine (1) whether and for how long computer expenses had been permanent line items in the schools' budgets; (2) the computer-related costs per student for a 2-year period; and (3) the portion of schools' complete computer budgets allocated to each computer-related expense category. The survey found that computer expenses were not permanent line items in the budgets of over 70% of the schools studied; that the median computer-related expense per student dropped dramatically over the period studied; and that the largest portion of schools' budgets was going toward hardware, followed by software, staff development, and equipment maintenance. In conclusion, educational leaders should strive to reverse the apparent trend toward falling budgets and raise expenditure levels enough to both successfully implement and support instructional computing programs. (5 references, 3 tables, and 1 figure) (NRP)

ED 318 074 CS 507 148

Pisoni, David B.
Research on Speech Perception. Progress Report No. 15.
Indiana Univ., Bloomington. Dept. of Psychology.
SPONS. AGENCY- Air Force Armstrong Aerospace Medical Research Lab, Wright-Patterson AFB, OH.; National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.
PUB DATE- 89
NOTE- 519p.; For other reports in this series, see CS 507 123-129.
CONTRACT- AF-F-33615-86-C-0549

GRANT- DC-00012-11; DC-00111-13; IRI-86-17847
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acoustic Phonetics; Auditory Discrimination; *Auditory Perception; Communication Research; Infants; Language Processing; Language Research; Linguistics; *Speech; Speech Synthesizers
IDENTIFIERS- Indiana University Bloomington; *Speech Perception; Speech Research; Theory Development
Summarizing research activities in 1989, this is the fifteenth annual report of research on speech perception, analysis, synthesis, and recognition conducted in the Speech Research Laboratory of the Department of Psychology at Indiana University. The report contains the following 21 articles: "Perceptual Learning of Nonnative Speech Contrasts: Implications for Theories of Speech Perception" (D. B. Pisoni and others); "Modes of Processing Speech and Nonspeech Signals" (D. B. Pisoni); "Comprehension of Synthetic Speech Produced by Rule" (J. V. Ralston and others); "Effects of Talker Variability on Speech Perception by 2-Month-Old Infants" (P. W. Jusczyk and others); "Neighborhood Density Effects for High Frequency Words: Evidence for Activation-Based Models of Word Recognition" (S. D. Goldinger); "Contrast and Normalization in Vowel Perception" (K. Johnson); "Coronals and the Phonotactics of Nonadjacent Consonants in English" (S. A. Davis); "Position of the Maximum Amplitude as a Perceptual Stress Cue in English: Work in Progress" (D. M. Behne); "A Comparison of the First and Second Formants of Vowels Common to English and French" (D. M. Behne); "Age Differences in Spoken Word Identification: Effects of Lexical Density and Semantic Context" (T. S. Bell); "Movement Dynamics and the Nature of Errors in Tongue Twisters: An Observation and Research Proposal" (S. D. Goldinger); "Lexical Neighborhoods in Speech Production: A First Report" (S. D. Goldinger and W. V. Summers); "On the Perceptual Representation of Vowel Categories" (K. Johnson); "Glottal Effects of LPC Estimation of F1" (K. Johnson); "Stress-Class in Isolated Phrases and Sentence Contexts" (K. Johnson and M. S. Cluff); "Final Report to the NTSB on the Speech Produced by the Captain of the Exxon Valdez" (K. Johnson and others); "Effects of Talker Familiarity on Serial Recall of Spoken Word Lists" (N. L. Lightfoot); "Inhibition or Facilitation? An Investigation of Form-Based Priming and Response Bias in Spoken Word Recognition" (J. K. Marcario and S. D. Goldinger); "Talker Variability and Spoken Word Recognition: A Developmental Study" (B. R. Oliver); "Effects of Cognitive Workload on Speech Production: Acoustic Analyses" (W. V. Summers and others); and "Current Computer Facilities in the Speech Research Laboratory" (R. H. Bernacki and others). Lists of publications and of laboratory staff and personnel conclude the report. (SR)

ED 318 087 EA 021 683

McDonnell, Lorraine M.
The Dilemma of Teacher Policy.
Center for Policy Research in Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- JRE-03
PUB DATE- Oct 89
NOTE- 84p.
GRANT- OERI-G008690011
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Democratic Values; Educational Change; *Educational Policy; Elementary Secondary Education; *Policy Formation; *Politics of Education; Public Schools; State School District Relationship; *Teacher Certification; *Teacher Education
IDENTIFIERS- *Professionalism

Policies to change the way teachers are trained, licensed, and compensated constitute a major part of the educational reform agendas advanced by state governments over the past several years. These policies have been extremely difficult to implement, and state officials face the prospect that many of them will need substantial modification. This report argues that the explanation lies in a basic dilemma that most state teacher policies pose: the need to accommodate two different, yet equally legitimate, values--popular control and professionalism--in their design and implementation. This report examines the inherent tensions between democratic control and professionalism, how they are manifested in teacher policies, how they influence subsequent implementation, and how the two approaches might be more effectively balanced in future generations of teacher policy. The data analyzed represent over 600 interviews with state policymakers, interest group representatives, local district officials, principals, and classroom teachers in 19 local districts and 50 schools in the states of Arizona, California, Florida, Georgia, and Pennsylvania. (64 references) (Author/MLF)

ED 318 117 EA 021 774

Burns, Robert
Models of Instructional Organization: A Casebook on Mastery Learning and Outcome-Based Education.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Secretary.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 148p.
CONTRACT- 400-86-0009
GRANT- G008410025
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Ability Grouping; *Case Studies; Classroom Techniques; Educational Change; Elementary Secondary Education; *Grouping (Instructional Purposes); *Individualized Instruction; *Instructional Innovation; *Mastery Learning; *Program Implementation; School Organization
IDENTIFIERS- *Outcome Based Education

Mastery learning is both a philosophy about student learning and a set of instructional implementation techniques. This volume presents 10 case studies of instructional programs identified as mastery learning or outcome-based education. The programs are organized according to whole-class mastery, flexible grouping, flexible grouping/continuous progress, and continuous progress approaches. Also included is a case study of an instructional management program. None of these programs was found to comply fully with program models described in the educational literature. This is not surprising, since the translation of outcome-based ideas within a time-based school organization structure is bound to yield imprecise results and compromises. The last chapter reviews the 10 sites and outlines some program and maintenance issues. The first section discusses seven obstacles to program implementation and maintenance. The final section presents a general design for implementing any of the instructional organization models. Two fundamental activities are involved: (1) establishing a mastery-oriented belief system; and (2) developing a comprehensive building level plan for program implementation and support. A description of the case study methodology and the survey instruments are appended. (44 references) (MLH)

ED 318 189 EC 230 594

Hall, Sandra; And Others
Considerations for Feeding Children Who Have a Neuromuscular Disorder. TIES: Therapy in Educational Settings.
Oregon Health Sciences Univ., Portland. Crippled Children's Div.; Oregon State Dept. of Education, Salem. Regional Services for Students with Orthopedic Impairments.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Sep 87

NOTE- 28p.
GRANT- G008630055
AVAILABLE FROM- Child Development and Rehabilitation Center Publications, Oregon Health Sciences University, P.O. Box 574, Portland, OR 97207 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cerebral Palsy; Children; Developmental Stages; *Eating Habits; *Neurological Impairments; *Physical Disabilities; *Self Care Skills
IDENTIFIERS- *Feeding
The material in this manual was selected to help non-therapists carry out feeding activities with children who have a neuromuscular disorder such as cerebral palsy. The manual attempts to develop the following competencies: selecting foods of an appropriate consistency, ensuring that the child is positioned correctly for feeding, feeding a child appropriately with a spoon, feeding a child appropriately with a cup, using strategies that facilitate normalcy of oral motor patterns, citing precautions to be considered during feeding a child with oral motor dysfunction, and recognizing the role of the therapist in developing and monitoring the child's feeding program. The importance of feeding to nutrition, socialization, communication, and pre-speech development is noted. A developmental sequence of feeding, a general progression of difficulty in chewing and swallowing food, and seven references are included. (JDD)

ED 318 218 FL 018 248

Rini, Joel
The Application of Historical Linguistic Information to the Foreign Language Classroom.
PUB DATE- 88
NOTE- 5p.; In: Perspectives in Foreign Language Teaching. Proceedings of the Annual Conference on the Teaching of Foreign Languages and Literatures (12th, Youngstown, OH, October 21-22, 1988); see FL 018 244.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Applied Linguistics; *Diachronic Linguistics; *Grammar; Second Language Instruction; Second Language Learning; Spanish

There are two good reasons for incorporating historical linguistic insight into second language instruction: (1) to answer students' questions about why certain puzzling facts and irregularities occur in the language they are studying; and (2) as in other disciplines, a historical perspective can shed light on current practice. From a historical perspective, it can be seen that many suspected irregularities in the language being studied are not really irregular at all, a fact that is interesting and satisfying to students. While long explanation and coverage of all grammatical points from a historical viewpoint is not recommended, common questions raised by students may be addressed with brief historical accounts. Some of these answers may also have practical value in facilitating the learning of correct grammatical forms. The use of historical linguistic information can replace the typical inaccurate, uninteresting, and unhelpful responses so often given to students who question the patterns in a target language. (MSE)

ED 318 276 FL 800 042

Kuy, Kathy; Thomas, Bob
Handbook for Volunteer ESL Literacy Teachers.
International Inst. of Boston, MA.
SPONS. AGENCY- Department of Education, Washington, DC.; Massachusetts State Dept. of Education, Boston. Bureau of Student, Community and Adult Services.
PUB DATE- 85
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Students; Behavioral Objectives; *Classroom Techniques; *English (Second Language); Heterogeneous Grouping; Illiteracy; Instructional Materials; Language Teachers; Learning Readiness; Lesson Plans; *Literacy Education; *Reading Instruction; Second Language Instruction; Self Evaluation (Individuals); Student Evaluation; Teacher Evaluation; Teaching Guides; Teaching Methods; Volunteers; *Volunteer Training; *Writing Instruction

This guide assumes a basic familiarity with some principles, techniques, activities, materials, and lesson planning strategies for teaching English as a Second Language (ESL) to adults. The approaches, techniques, ideas, resources, and information in the guide are designed to provide guidance for the teaching of literacy to adult students. After an introductory section, chapters address the following: (1) general goals and specific performance objectives for literacy students; (2) general principles and specific approaches to literacy teaching; (3) literacy teaching methods, including pre-reading and pre-writing activities, phonics and sight word techniques, and reading and writing techniques; (4) curriculum content for three levels of instruction; (5) lesson planning, including a lesson plan form and three sample lesson plans, one at each instructional level; (6) development and selection of instructional materials, including a brief bibliography of instructional and reference materials; (7) assessment of student progress, with a sample literacy assessment test and a discussion of ongoing evaluation; (8) suggestions for teaching mixed literate/illiterate classes; and questions to be asked in teacher self-evaluation. Appended materials include reproducible alphabet and number charts, sample worksheets, and a list of 29 references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 290 FL 800 102

Centrella, Nancy; And Others
English as a Second Language: Helping Employees To Learn. An Informational Manual for Nursing Homes.
Massachusetts Long Term Care Foundation, Dedham.
PUB DATE- Jun 88
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Literacy; Course Content; Health Personnel; *Labor Education; *Literacy Education; Needs Assessment; *Nursing Homes; Program Development; Program Implementation; State Standards; Student Characteristics; Unions; Vocabulary
IDENTIFIERS- *Massachusetts
The need for and development of a program in English as a Second Language (ESL) and functional English literacy for nursing home workers are outlined, and suggestions are offered for others desiring to start such a program. Anecdotal information and a needs assessment, in combination with Massachusetts state standards for nursing home workers, led to the design of an instructional program for employees of two nursing homes, one unionized. Characteristics of the 34 participating students, program rationale, and what has been learned from the experience are described briefly, and the remainder of the guide outlines the process, design, and content of a comparable program. Information is included on choosing an instructional provider, recruiting and assessing students, selecting teachers and coaches, and trouble-shooting for attitudinal, racial, and cultural problems that may arise. The last section provides a sample ESL lesson, an extensive nursing home vocabulary list, and a list of adult literacy, workplace education, and long term care resources. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 335 HE 023 393

Schuster, Jack H.; And Others
Enhancing Faculty Careers: Strategies for Development and Renewal.
REPORT NO.- ISBN-1-55542-210-1
PUB DATE- 90
NOTE- 346p.
AVAILABLE FROM- Jossey-Bass Publishers, 350 Sansome St., San Francisco, CA 94104 ($29.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- Career Counseling; Career Ladders; *College Faculty; Consortia; Early Retirement; Employment Practices; *Faculty College Relationship; *Faculty Development; Health Promotion; Higher Education; *Individual Development; Program Development; *Teaching (Occupation)

IDENTIFIERS- Fairleigh Dickinson University NJ; Great Lakes Colleges Association; Loyola University of Chicago IL; University of Georgia; University of Nebraska Lincoln

The collection of articles, intended as a guide to the improvement of faculty life for campus and department administrators, faculty leaders, and individuals administering faculty development programs, advocates a comprehensive conception of faculty members and academic careers. The first part outlines the conceptual and historical context for faculty development, presents a view of the developmental nature of academic careers, and reviews the extensive literature on faculty development concepts and programs. The second part discusses programs and strategies for professional, personal, and organizational renewal, including career preparation for prospective faculty, career consulting services for midcareer faculty, promoting faculty health and wellness, adapting employee assistance programs for academic settings, and designing options for early retirement. Part 3 depicts program strategies as developed successfully on four very different campuses: the University of Georgia, the University of Nebraska at Lincoln, Loyola University of Chicago, and Fairleigh Dickinson University. A consortial approach taken by the Great Lakes Colleges Association is also highlighted. The fourth part makes recommendations for approaches to faculty development grounded in the concept of enhancement. (MSE)

ED 318 437 IR 014 344

Beasley, Augie E.; Palmer, Carolyn G.
Working Together.
Charlotte-Mecklenburg Public Schools, Charlotte, N.C.
PUB DATE- Sep 83
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cooperative Planning; *Curriculum Development; Educational Media; Elementary Secondary Education; *Learning Resources Centers; Library Services; *Media Specialists; *Teachers; *Teamwork
Based on the premise that coordination of media resources with the curriculum involves the cooperation of teachers and library media specialists, this guide is designed to enhance both cooperative planning and communication. It contains: (1) six media and curriculum coordination case studies portraying typical scenarios faced by classroom teachers and media specialists; (2) a consideration of the media and curriculum coordination concept, including definition and interpretation of the concept, a list of strategies for compiling information on coordination activities, and a list of guidelines for implementing coordination; (3) specific examples of coordination between media specialists and classroom teachers in various subjects; (4) a list of services, resources, and ideas to support students who are creating projects; (5) a sample lesson plan requiring significant media center support and templates for designing lessons and units; (6) media center plan sheets and requests for videotaping services; and (7) a 14-item media and curriculum coordination bibliography. (GL)

ED 318 204 EC 230 834

Silverman, Linda, Ed.

Understanding Our Gifted. Volume 1, Issues 1-6, September 1988-July 1989.
PUB DATE- Jul 89
NOTE- 130p.
AVAILABLE FROM- Snowpeak Publishing, Inc., P.O. Box 3489, Denver, CO 80161 ($6.50 each issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Book Reviews; *Child Development; *Child Rearing; Creativity; Developmental Psychology; Elementary Secondary Education; *Gifted; Legislation; Parent Education; Preschool Education; *Teaching Methods

This set of newsletters presents a developmental perspective on gifted students from preschoolers to adolescents. Included are such regular columns as "The Hidden Gifted Learner," "Parenting the Gifted," "Instructional Strategies," "Creative Ventures and Encounters," "The Reading Room" (a book review column), "Personality Plus," "Adolescent Passages," "The Highly Gifted," and "From Parent to Parent." Feature articles include, among others, "I Just Want My Child to Be Happy" (Wendy Roedell); "Stress and the Gifted Child" (James Delisle); "The Gift of Early Reading Ability" (Nancy Ewald Jackson); "Rules, Roles, and Responsibilities" (Joan Ellenhorn); "A Case for Acceleration" (Holly Hultgren); "Homeschooling Gifted Children" (Kathi Kearney); "Spatial Learners" (Linda Silverman); "Profiles of the Gifted in the Home Environment" (George Betts); "Special Problems of Young Highly Gifted Children" (Stephanie Tolan); "Guarding the Gifted Child: (Elizabeth Meckstroth); "Empathy, Ethics, and Global Education" (Annemarie Roeper); and "Moral Dilemmas as Formulated by Gifted Students" (Nicholas Colangelo). (PB)

ED 318 232 FL 018 446

Boulanger, Jean-Claude; Gambier, Yves
Bibliographie fondamentale et analytique de la terminologie, 1962-1984 (Fundamental and Analytic Bibliography of Terminology, 1962-1984). Publication J-3.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ISBN-2-89219-207-2

PUB DATE- 89
NOTE- 109p.
LANGUAGE- French
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Foreign Countries; *French; Information Sources; *Language Research; *Lexicology; Linguistic Theory; *Vocabulary

This annotated, selected bibliography contains 123 citations of information sources and research in the emerging field of terminology. While the bibliography is written in French, not all items cited are in French. The main section of the bibliography is an alphabetical listing by author of citations containing basic bibliographic information, an annotation, descriptive indexing terms, and remarks when appropriate. A list of acronyms and abbreviations, indexes by subject, author, and title, and a list of journals cited are included. (MSE)

ED 318 423 IR 014 327

Bates, A. W.
The Use of Satellites for Training in Western Europe.
PUB DATE- 9 Nov 88
NOTE- 14p.; Background paper for the conference, New Educational Media: New Directions in the Training of Trainers? (Berlin, Germany, December 6-7, 1988).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communications Satellites; *Distance Education; Foreign Countries; *Information Networks; *Training
IDENTIFIERS- *Europe (West)
This paper begins with brief background on types of broadcast satellites and satellite programs in Europe. Reception and transmission costs, as well as predicted access to satellite transmissions, are then discussed. Uses of satellites for education and training in countries outside of Europe, particularly the program at the National Technological University in the United States, are summarized. Distinctions are drawn between the various media (television, audio, or data) and configurations (point-to-multipoint or network) used. Descriptions of initiatives underway for the use of satellites for training in Western Europe--PACE, OLYMPUS, COMMETT, and DELTA--are presented. The extension of training beyond national boundaries and establishment of a training communications network are identified as ways satellites could be used. Low cost, easy production, speed, European-wide reach, open access to transmission, security, and funding opportunities are listed as benefits of using satellites. Constraints are also identified: alternative modes of distance training may be cheaper and/or more effective; identification of trans-national training needs and target groups is necessary; specially-designed courses are needed; print and tutorial support and follow-up are important; supporting cost, particularly the cost of production, may be greater than transmission and reception costs; and government will need to ease public telephone company control over tariffs and access to up-links. (4 references) (MES)

ED 318 047 CS 507 114

Ford, Wendy S. Zabava
Evaluating Communication Skills Training in Organizations.
PUB DATE- Nov 89
NOTE- 38p.; Paper presented at the Annual Meeting of the Speech Communication Association (75th, San Francisco, CA, November 18-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Communication Skills; *Evaluation Criteria; *Organizational Communication; Program Evaluation; Review (Reexamination); Training; *Training Methods
IDENTIFIERS- Organizational Research; *Training Effectiveness; Training Needs
A study was conducted to review and organize existing literature on the evaluation of communication skills training programs. When setting training objectives, four levels of evaluation should be considered: (1) reaction (how did participants feel about the training?); (2) learning (what did the participants learn from the training?); (3) behavior (how has the learning been applied at work?); and (4) results (how has the training affected the organization?). The paper provides an overview of 19 published evaluations (discussed in alphabetical order by name of author) which were studied in hopes of encouraging and directing future evaluation efforts. Results of the study provided a basis for several recommendations to guide future evaluation efforts. First, evaluations should be multi-level. Second, trainers and researchers should continue using a variety of evaluation methods to strengthen research findings. Third, techniques for accurately measuring behavior changes need to be developed. Fourth, more studies to determine the training's ultimate impact on the organization ought to be developed. Fifth, the long-term effects of training must be examined. Finally, evaluations should be published and serve as models for future efforts. (One table is included, and 39 references are attached.) (MG)

ED 318 060 CS 507 131

Baker, David B.
Quantification of the Haak Sentence Completion.
PUB DATE- Aug 89
NOTE- 21p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Behavior Disorders; *Cloze Procedure; Elementary Education; *Emotional Disturbances; Factor Analysis; Interrater Reliability; Males; *Psychological Testing; *Research Methodology; School Psychologists; *Self Evaluation (Individuals); Statistical Analysis
IDENTIFIERS- Child Behavior; *Child Behavior Checklist; *Sentence Completion Method
A preliminary study examined the interrater reliability, factor structure, and convergent validity of the Haak Sentence Completion (in which the respondent is given a sentence stem and asked to provide the remainder of the sentence) using a three-point scoring system. The subjects were 100 boys ranging in age from 6 to 11 years who were randomly selected from a roster of students who had been referred for evaluation of emotional disturbance. All the boys came from three elementary schools within a suburban school district; all the boys were white and upper-middle class. Subjects were administered the Haak Sentence Completion while their parents were given the Child Behavior Checklist (CBCL) to fill out and return. The scores from the parent CBCL (the parents' report of a child's problem behaviors) were then correlated with the item total score and factors of the Haak (the child's self-report of perceptions). Results revealed that the quantification of sentence completion tests is feasible and useful. The findings suggest that the quantification of such measures makes them useful as research tools to generate self-report data and to investigate hypotheses related to factors that contribute to emotional disturbance. Data generated from such measures can be used for screening, placement, and intervention with children suspected of being emotionally disturbed. Further psychometric investigation of sentence completion techniques in support of this preliminary study appear to be called for. (Two tables of data are included; 19 references are attached.) (KEH)

ED 318 103 EA 021 724

Douglas, Daniel C.
Practitioners Reflect on the Future: A New Way To Examine the Knowledge Base Concerning Board-Superintendent Relationship.
PUB DATE- Oct 89
NOTE- 23p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Scottsdale, AZ, October 27-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Role; *Board Administrator Relationship; Board of Education Role; Educational Objectives; Educational Philosophy; Educational Trends; Elementary Secondary Education; Futures (of Society); Power Structure; Theory Practice Relationship
Drawing from the theoretical background of Schon's concept of the "reflective practitioner," this study compares the ways in which superintendents and school board members view the future and examines their differing perceptions in order to identify possible loci of conflict between them. Board members and superintendents were asked to identify issues that they believed they would face over the next decade and to rank them in terms of relative importance. They were then asked to evaluate the issues as they pertained to themselves, the educational community, their own school district, and U.S. society as a whole. By examining the differences and similarities between the responses of superintendents and board members, potential areas of conflict are identified. For instance, while both superintendents and board members identified school finance as an area of major concern, superintendents placed a higher priority on staff development and planning for the future, while board members stressed such issues as collective bargaining and school community relations. (RJS)

ED 318 160 EC 230 562

Bloom, Doris T.
Meeting the Need for School-Based Occupational Therapists.
PUB DATE- 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Compliance (Legal); Consultation Programs; *Delivery Systems; *Disabilities; Elementary Secondary Education; Interdisciplinary Approach; Intervention; *Occupational Therapy; Outcomes of Treatment; *Personnel Needs; Program Development; Screening Tests; Student Evaluation; *Therapists
IDENTIFIERS- *School Based Services
A shortage of occupational therapists as well as fiscal constraints have made it difficult to meet the legal mandate under Public Law 94-142 (Education for All Handicapped Children Act) that occupational therapy be provided as a related service to handicapped children when needed to enable them to benefit from special education programs. A review of the literature suggests a variety of ways that goals of occupational and physical therapy can be met. Therapists need to maximize their input and more effectively deliver school-based services through fulfillment of five major roles: evaluation-screening, program planning, intervention programs, supervision, and consultation. Therapists need to prioritize these roles and collaborate with teachers and parents to focus attention on functional goals. The continuum of delivery systems for related services to individual children needs to be evaluated. Contains 29 references. (DB)

ED 318 175 EC 230 577

Berman, Carol, Ed.; And Others
Keeping Track: Tracking Systems for High Risk Infants and Young Children. Second Edition.
National Center for Clinical Infant Programs, Washington, DC.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 89
NOTE- 126p.; For the First Edition, see ED 277 470.
GRANT- MCJ-113271; MCJ-115045
AVAILABLE FROM- National Maternal and Child Health Clearinghouse, 38th and R Streets, N.W., Washington, DC 20057.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- At Risk Persons; *Case Records; *Data Collection; *Developmental Disabilities; Early Intervention; *Handicap Identification; Infants; Preschool Education; Program Development; Recordkeeping; *Records Management; State Programs; Young Children
IDENTIFIERS- *Early Identification; *Infant Tracking System

The report describes tracking systems which address the need for early, reliable, and consistent identification and follow-up for children at risk for developmental disability. The systems, developed by 15 states that participated in the "Project Zero to Three" network, demonstrate how states may approach the linkages among prevention, early identification, and early intervention services. The efforts and strategies of the 15 states reflect the diversity of approaches, philosophies, systems, and state initiatives to identify infants at risk and to assist their families in locating and accessing early intervention and health care services. Discussed are goals of a tracking system, cost versus benefit of a tracking system, criteria for inclusion, criteria for discharge, instruments and techniques needed for optimal tracking and linkage to services, agency responsibility, and the role of parents. Appendices provide, for each of the 15 states, an outline of the system's purpose, a description, a discussion of issues/barriers, plans for the future, and sample forms. The 15 states presented include: Florida, Hawaii, Iowa, Kansas, Maine, Maryland, Massachusetts, New Jersey, New York, North Carolina, Ohio, Oregon, Texas, Utah, and Washington. Includes 15 references. (JDD)

ED 318 262 FL 018 515

Marinelli, Patti
From Text to Context: Spontaneous Group Role Playing.
PUB DATE- 83
NOTE- 19p.; In: Dimension: Languages 83. Proceedings of the Southern Conference on Language Teaching (19th, 1983).
LANGUAGE- English; Spanish
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; *Group Activities; Interpersonal Communication; *Role Playing; Second Language Instruction; Spanish; *Spontaneous Behavior; *Visual Aids
A familiar and effective way to provide classroom practice of foreign language skills in a meaningful context is role-playing. One variation, spontaneous group role-playing, offers a bridge between textbook dialogues and real-world dialogues. Especially appropriate for beginning and intermediate students, simultaneous group role-playing is a simulation of real-life activities in which students participate in large groups without rehearsal. This activity is intended as the culminating activity for a unit of study that has included drill and practice of specific vocabulary and structural items. Within the inherently loose structure that allows for creativity and improvisation, the activity also contains controls that direct students to speak about familiar topics, using known grammatical structures. These controls are provided by role cards that briefly outline the group situation, the individual role, and the conversations that students must initiate. The teacher-designed cards can be adapted to almost any textbook and accommodate varying levels of proficiency. After some initial surprise, students generally find such activities both engaging and challenging. A series of cards are presented and procedures for their use are explained. Suggestions for creation of cards are made. (MSE)

ED 318 321 HE 023 354

Corporate Support of Education.
Council for Aid to Education, New York, NY.
PUB DATE- Feb 90
NOTE- 13p.
AVAILABLE FROM- Council for Aid to Education, 51 Madison Avenue, New York, NY 10010.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Business Responsibility; *Corporate Support; Educational Finance; Elementary Secondary Education; Higher Education; National Surveys; *Private Financial Support; *School Business Relationship

This report is based on data from the 16th annual (1988) Survey of Corporate Contributions and notes a slowing of growth in corporate support of education since 1985. Narrative, tables, and graphs provide detail and analysis of major trends including the following highlights: (1) corporate contributions to education for 1988 is estimated at $2.1 billion; (2) preliminary data for 1989 and 1990 suggest continued growth of about 4% annually; (3) education received the largest share (37%) of the $1.65 billion given to all causes by the 356 surveyed companies with colleges and universities securing 64% of education dollars, and precollege education claiming 8.8% of the total; (4) contributions continued to decline from the prior year as a share of corporate earnings; (5) noncash gifts of company products and property fell, while cash contributions to education rose; (6) more than two-fifths of all contributions were made by corporate foundations; and (7) the top 25 contributors from manufacturing and nonmanufacturing sectors together provided more than two-thirds of the education support reported by all companies. Additional information includes regional differences, year-to-year changes, and variations by company size. (DB)

ED 318 378 HE 023 473

Dinham, Sarah M.
The Essence of Teacher Thinking and Planning in Professional Schools' "Apprentice" Settings.
PUB DATE- 90
NOTE- 28p.; ; Presentation at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Apprenticeships; *Architecture; Assignments; Building Design; *Experiential Learning; Higher Education; Instructional Effectiveness; *Student Projects; *Teaching Methods; Urban Environment
This qualitative study explored college teaching in an "apprenticeship" setting, specifically the architectural design studio. The study examined studio teachers' efforts to design effective project assignments and to help students move successfully through those assignments. Two design teachers were interviewed and observed as their students worked for 10 weeks on an urban design problem. The study's findings addressed both project design and teaching strategies. The study found that a good project assignment serves multiple purposes; rests in a theoretical frame that can be generalized to other problems; builds on and meshes with the existing curriculum while providing new opportunities as well; is prototypic; employs the studio product as a learning technique itself; and uses project presentations not only to communicate results but as a way for thinking through the design process. Strategies for helping students learn from project assignments include making arrangements so students can engage and pursue the task, influencing how students think about the problem, diagnosing students' progress and shaping their problem, structuring the project requirements, simultaneously opening its opportunities and focusing students' thinking, and improvising. (Author/JDD)

ED 318 409 IR 014 313

Felker, Alex D.
Broadcast HDTV Standards and Spectrum Tradeoffs. High Definition Television.
PUB DATE- Oct 89
NOTE- 27p.; Paper presented at the Annual Telecommunications Policy Research Conference (17th, Airlie House, Warrenton, VA, October 1-3, 1989). For other papers of this conference, see IR 014 305-322.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; *Broadcast Television; *Federal Regulation; Policy Formation; *Standards; *Telecommunications
IDENTIFIERS- Federal Communications Commission; *High Definition Television; Regulatory Agencies
This paper opens with a brief discussion of what some have seen as an unusual threshold decision by the Federal Communications Commission (FCC) to establish a broadcast high definition television (HDTV) system. It then identifies the spectrum and standards tradeoffs which are posed by the establishment of a HDTV broadcast transmission standard, and discusses the approach the FCC has taken in addressing the technical and policy issues involved. The argument is presented that the FCC must make hard choices in that spectrum must be allocated and assigned, and standards must be chosen. The difficult aspect of these choices--and the thing that makes them interesting to policy analysts--is that there is unlikely to be only one set of "right answers" emerging from the debate, although only one of many good solutions may be best for consumers. The paper concludes with the warning that, although the temptation to hold off making final judgments in these matters is likely to be strong, delay could prove costly to both consumers and firms. (GL)

ED 318 131 EA 021 882

Andrews, Carl
Evaluating Principals. Research Roundup.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 6p.
CONTRACT- OERI-R-86-0003
AVAILABLE FROM- Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Collected Works - Serials (022) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Administrator Effectiveness; *Administrator Evaluation; Annotated Bibliographies; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Principals; Professional Development; Supervision

Five recent studies included in this annotated bibliography highlight the diverse facets of an effective principal evaluation system. A technical report by Jerry W. Valentine and Michael L. Bowman includes a clinical instrument for assessing teachers' perception of principals' effectiveness. In a second report, Daniel L. Duke and Richard J. Stiggins give voice to pleas from principals that their chronic isolation from the central office be remedied by the institution of channels for ongoing communication. A report by Joseph Murphy and others examines the process of principal supervision and evaluation used by 12 California school districts whose student achievement scores are consistently excellent. A study by William C. Harrison and Kent D. Peterson examines the contrast between principals who were satisfied with their superintendents' handling of an evaluation procedure and those who were not. The final selection, a study by Mark E. Anderson, assimilates the lessons of previous research to layout a strategy for principal evaluation that balances accountability with the nurturing of professional development. The study also contains detailed descriptions of systems used by two highly regarded Oregon school districts to evaluate their principals, and offers recommendations for other interested districts. (MLF)

ED 318 145 EC 230 097

Baron, Carla
Finding Family Balance: Establishing an Adult Relationship with the Person with a Disability (A Pamphlet for Families) and Equilibrio Familiar: Como Establecer una Relacion Adulta con la Persona con Impedimentos (Panfleto para la Familia).
Protection and Advocacy System, Albuquerque, NM.
SPONS. AGENCY- Department of Education, Washington, DC.; New Mexico Commission for the Blind.; New Mexico State Dept. of Education, Santa Fe. Div. of Vocational Rehabilitation.
PUB DATE- 89
NOTE- 21p.; For a related document, see EC 230 096.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adults; Conflict Resolution; Daily Living Skills; Decision Making; *Disabilities; *Family Life; Family Problems; *Interpersonal Communication; *Interpersonal Relationship; Self Esteem
IDENTIFIERS- New Mexico
Two booklets, in English and Spanish, are addressed to families of disabled adults and offer guidelines for establishing an adult relationship with the disabled individual within the family. Stressed are the importance of helping the disabled adult develop a positive self image, learning to truly listen to the adult as part of improving communication, and allowing the disabled adult to make

decisions and take risks. Types of support groups found in New Mexico are listed, including the Information Center for New Mexicans with Disabilities. (DB)

ED 318 219 FL 018 249

Ogier, James M.
What's in the Bag (and Why?): Tangibilia for the Classroom.
PUB DATE- 88
NOTE- 5p.; In: Perspectives in Foreign Language Teaching. Proceedings of the Annual Conference on the Teaching of Foreign Languages and Literatures (12th, Youngstown, OH, October 21-22, 1988); see FL 018 244.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Cultural Education; *Games; German; *Grammar; *Realia; Second Language Instruction; *Vocabulary Development
A classroom technique designed for developing German second language vocabulary is expanded on for additional classroom functions and activities. The method uses a bag containing a variety of objects. The objects are drawn out of the bag and discussed in class. The contents of the bag should be unpredictable and unusual, and they should be changed frequently as the students' vocabulary increases. In addition, the items in the bag should reflect as much morphological diversity as possible. A sample collection of toy animals is used to illustrate how the bag's contents can be instrumental in teaching a variety of grammatical points in German. For example, toy animals may be used to demonstrate gender, and clusters of similar-gender animals can illustrate different plural forms. Each student can be given an animal at the beginning of class for practice in expressing ownership and attributes. The objects can enliven grammar points by allowing students to focus on something concrete rather than the standard fictions and marginally credible characters of textbooks. Additional uses for the objects in more traditional drills and exercises are also noted. (MSE)

ED 318 233 FL 018 448

Van Haalen, Teresa
Efficacy of Word Processing as a Writing Tool for Bilingual Elementary School Students: A Pilot Study.
PUB DATE- 90
NOTE- 23p.; Paper presented at the Annual Meeting of the Southwestern Educational Research Association (1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Students; Cognitive Processes; Comparative Analysis; Elementary Education; *Field Dependence Independence; Grade 4; Instructional Effectiveness; *Learning Strategies; Monolingualism; Revision (Written Composition); Spanish Speaking; *Word Processing; Writing (Composition); *Writing Instruction
A study investigated the writing strategies used by bilingual and monolingual students. Specifically, the study looked at field dependence vs. independence, possible differences in strategies employed by the two groups when using a word processor, the effects of strategy on the types of revisions made, and the types of revisions and cognitive strategies generating the best written compositions. Subjects were eight fourth-grade mainstream students at similar achievement levels, four of whom were Spanish-English bilingual, and four who used no Spanish at all. Students had access to a word processor in the classroom, were familiar with computers, and had participated in typing instruction. In two sessions, subjects wrote assignments and made revisions. The students answered a questionnaire about the strategies used during the writing process, and the papers were examined for revision types. Finished compositions were externally evaluated. Results did not substantiate tendencies toward field dependence or independence based on bilingualism. When using the computer to compose, bilingual students used stronger (more effective, according to research) skills than did their monolingual counterparts, and used more process strategies. Bilinguals performed more revisions between drafts, usually through insertion or single word changes. Independent analysis favored the compositions of bilinguals by a significant margin. (MSE)

ED 318 247 FL 018 463

Charrow, Veda R.; Crandall, JoAnn
Legal Language: What Is It and What Can We Do about It?
PUB DATE- 90
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Consumer Protection; Diachronic Linguistics; Dialects; *Language Patterns; Language Research; *Language Role; *Language Styles; *Lawyers; Linguistic Theory; *Technical Writing
IDENTIFIERS- *Legal Language; *Simplification (Language)
Legal language is discussed in the context of concern about the comprehensibility of consumer documents and the trend toward simplification of the language used in these documents. Specific features of legal language and its functions within the legal community and society are identified. As a primary tool of the legal profession, legal language is viewed as carrying a substantial social and linguistic burden. In addition, it is seen as serving separating, unifying, and prestige functions. It is proposed that these two factors explain why attempts at simplification are likely to be resisted. Legal language appears to have some features of a changing, living dialect, and while traditional scholars have focused only on legal vocabulary, research has demonstrated an evolution of legal terms through litigation and appeal that is analogous to the historical development of ordinary English. Recent research suggests that there is more to legal language than lexicon. Some of the attempts to simplify legal language and some research studies on the comprehension of non-legal language are examined for the insights they provide into linguistic barriers to comprehension of legal language. Areas of research are identified. (Author/MSE)

ED 318 306 HE 022 869

Attracting Quality Graduates to the Federal Government: A View of College Recruiting; A Report to the President and the Congress of the United States by the U.S. Merit Systems Protection Board.
Merit Systems Protection Board, Washington, D.C.
PUB DATE- 6 Jun 88
NOTE- 46p.
AVAILABLE FROM- U.S. Merit Systems Protection Board, 1120 Vermont Ave., N.W., Washington, DC 20419.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Graduates; College Students; Deans; *Employment Opportunities; *Federal Government; Higher Education; *Personnel Needs; Quality of Working Life; *Recruitment; *Student Attitudes

This report summarizes the findings from a survey of selected college and university deans and placement officials on student attitudes towards the federal government as an employer. The United States Merit Systems Protection Board surveyed 72 schools highly rated in seven college curriculums. The seven curriculums were selected because they are significant recruitment sources for the most populous occupations in the federal government which are typically filled by college graduates. Curriculums included were engineering, computer science, law, nursing, accounting, liberal arts, and public administration. Results suggest that the government is not perceived as an "employer of choice" by many graduates of some of the country's most highly rated academic institutions. A perception existed that federal jobs pay less than comparable jobs in the private sector. Even among those graduates who have a positive view of the government as an employer, many are perplexed by the "civil service hiring labyrinth" and find little active encouragement on the part of most federal agencies. Recommendations conclude the report. An appendix lists institutions responding to the survey. (JDD)

ED 318 351 HE 023 427

Buerkel-Rothfuss, Nancy L.; Gray, Pamela L.
Graduate Teaching Assistant (GTA) Training: The View from the Top.
PUB DATE- Nov 89
NOTE- 37p.; For a related document, see HE 023 426.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Demography; *Graduate Students; Graduate Study; Higher Education; National Surveys; *Teacher Attitudes; Teacher Evaluation; Teacher Responsibility; Teacher Supervision; *Teaching Assistants; *Training; Training Methods

The use and training of graduate teaching assistants (GTAs) in higher education was evaluated via questionnaires mailed nationwide to schools and departments offering graduate programs. Usable questionnaires were received from 164 of 323 graduate school deans and from 470 of 1,112 graduate school department chairs/heads. The graduate deans survey assessed demographic characteristics, the nature of campus-wide GTA training, evaluation of and satisfaction with GTA training, follow-up training and/or supervision and evaluations, GTA involvement in multi-section courses, types of GTA training desired, and evaluations of GTA teaching. The department chairs survey assessed departmental demographics, GTA selection, GTA teaching responsibilities, the nature of departmental training, evaluation of and satisfaction with training, follow-up training/supervision, evaluation of and satisfaction with GTA teaching, perceptions about ideal training programs, and problems that interfere with training. Findings show that, despite the seeming lack of a rigorous training and teaching evaluation program for GTAs, and despite the low number of students attending training programs, respondents seemed committed to the value of training and satisfied with the effectiveness of training and GTA teaching. Includes approximately 90 references. (JDD)

ED 318 365 HE 023 441

Richardson, Richard C., Jr.
Serving More Diverse Students: A Contextual View. Minority Achievement: Counting on You.
National Center for Postsecondary Governance and Finance, Tempe, AZ.
SPONS. AGENCY- Education Commission of the States, Denver, CO. National Commission on Minority Achievement in Higher Education.
PUB DATE- Jun 89
NOTE- 26p.
AVAILABLE FROM- Education Commission of the States Distribution Center, Suite 300, 1860 Lincoln St., Denver, CO 80295 (MP-89-1, $5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Case Studies; *College Students; Data Analysis; *Educational Policy; Educational Quality; *Enrollment Trends; Equal Education; *Ethnic Distribution; Graduation; Higher Education; *Racial Distribution; Racial Factors; Social Influences; State Standards
This paper examines the influence of race and ethnicity on who goes to college and who graduates, and discusses policy issues surrounding higher education access and outcomes. Based on case studies of 10 majority institutions in 8 states, the paper proposes a conceptual scheme for dealing with such issues as the appropriate balance between equality of educational opportunity and distributive justice, state goals with respect to this balance, the role of colleges and universities in state efforts to achieve such goals, estimation of progress toward attainment of these goals, and policy options to encourage all institutions to emphasize both quality and diversity. It also proposes a method for tracking higher education participation and achievement rates for states and for institutions. Finally, the paper reports the results of applying this method to data available from the United States Office of Education for the period 1980-84. Includes 12 references. (JDD)

ED 318 394 IR 014 277

Star Schools-Chapter I Funding. Hearing on Reviewing the Star Schools Program and the Chapter I Program of the Elementary and Secondary Education Act before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, One Hundred First Congress First Session (Jackson, Mississippi, April 27, 1989).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-101-237

PUB DATE- 89

NOTE- 114p.; Photoreduced type in some sections will not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Cable Television; Communications Satellites; *Distance Education; *Economically Disadvantaged; Educational Television; Elementary Secondary Education; *Equal Education; Federal Aid; Hearings; *Rural Schools; *Telecommunications

IDENTIFIERS- Congress 101st; *Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act; Mississippi; *Star Schools

The purpose of these hearings was to review the progress in Mississippi of two programs (Star Schools and Chapter 1, both initiated under the Elementary and Secondary Education Act) which use technology in order to provide instructional programs for economically disadvantaged students in rural schools. Included are testimonies of administrators from the Mississippi State Board of Education; the executive director of Mississippi Educational Television; the director of the Star Schools Program for Public Service and Continuing Studies at the University of Mississippi; Chapter 1 coordinators; the presidents of the Mississippi Association of Educators, the Mississippi American Federation of Teachers, and the Mississippi Parents and Teachers Association; and teachers and students from Mississippi schools. (GL)

ED 318 088 EA 021 687

Foldesy, George
Developing Policy on Evaluation and Assessment of School Board and Superintendent Performance.
PUB DATE- Aug 89
NOTE- 31p.; Paper presented at the Annual Meeting of the National Council of Professors of Educational Administration (Tuscaloosa, AL, August 13-18, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *Administrator Evaluation; *Boards of Education; Data Collection; Elementary Secondary Education; *Evaluation Methods; *Policy; *Superintendents
A comprehensive evaluation process begins with school board policy. Policy should provide direction by addressing the issues of who and what are to be evaluated, why evaluation is needed, when and by whom the evaluation is to be completed, and how the information is to be reported. An evaluation system, regardless of who is evaluated, should focus on growth. The instrument and data gathering method should be chosen according to the type of information desired and the specific school in question. If evaluation is to provide for growth, it must be approached positively and allow feedback from the individuals being evaluated and recommendations by the board. Sound evaluation is based on job description. School board functions to be evaluated include planning and policy, legislation, judicial responsibilities, and appraisal and evaluation. The superintendent, as the chief executive officer of the board, should be directly involved in each of the four areas and make recommendations that the board can accept, reject, or modify. The superintendent evaluation process should be constructive, ongoing, and focused on improving performance. Appendices provide examples of superintendent's evaluation guidelines, superintendent's job description, and an instrument used to evaluate the superintendent's performance in a Nevada school district. (MLH)

ED 318 336 HE 023 395

Hansen, Janet S., Ed.
College Savings Plans: Public Policy Choices.
College Entrance Examination Board, New York, N.Y.
REPORT NO.- ISBN-0-87447-381-0
PUB DATE- 90
NOTE- 85p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($7.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010) Collected Works - General (020)
DESCRIPTORS- Federal Programs; *Government Role; Higher Education; Incentives; *Parent Financial Contribution; Parent Responsibility; *Paying for College; *Public Policy; State Programs; *Student Costs; Tuition

IDENTIFIERS- *College Savings Plans; Savings

Six articles discuss college savings plans. "Introduction and Overview" by Janet S. Hansen addresses the affordability of college, parental responsibility for college savings, incentives for saving, and the risks and rewards of planning for college expenses. "The Need for College Savings" (Sandy Baum) emphasizes the parents' role, describes circumstances that call for ways to encourage family savings, argues for education as an investment, and explores families' abilities to finance college through savings. "Saving for College: The Investment Challenge" (A. Charlene Sullivan) looks at the future environment for college savings, national patterns, investment risks and returns, special college savings programs, and parental income, tax status, and investment choices. "How Families Are Saving for College: What Market Surveys Tell Us" (Natala K. Hart) reviews the process of establishing savings goals and providing incentives, and outlines the need for information in encouraging savings. "A Survey of College Prepayment and Savings Plans in the States" (Aims C. McGuinness, Jr. and Christine Paulson) reports on guaranteed tuition plans and college savings bond plans, and provides a state-by-state summary of prepayment and savings plans. "Government's Role in Supporting College Savings: Opportunities, Pitfalls, and Guidelines" (Haskell Rhett) examines where college savings plans should fall on the public policy/subsidy continuum. (MSE)

ED 318 438 IR 014 345

Bibliography: Selection Sources. Building Library Media Collections.
Maryland State Dept. of Education, Baltimore.
PUB DATE- Dec 88
NOTE- 80p.; For a related report, see IR 014 346.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; Learning Resources Centers; *Library Collection Development; *Library Material Selection; Media Specialists; *School Libraries
IDENTIFIERS- *Selection Tools

This annotated bibliography of library media collection selection sources includes: (1) an annotated bibliography of selection sources; (2) a list of selection tools (in both book and periodical form) for elementary, middle, and secondary schools; (3) a list of bibliographies in specialized subject areas (art; career planning; computers; early childhood education; gifted education; coping, death, divorce, and drugs; health, physical education, safety, and sports; language arts; mathematics; media centers; multicultural issues; music; reference sources; science; sex equity/women; social studies; and special populations); and (4) an alphabetical directory of publishers, including addresses. (GL)

ED 318 118 EA 021 775

Barnett, Bruce G.; Mueller, Faye L.
The Long-Term Effects of Inservice Training for Principals.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
CONTRACT- 400-86-0009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Administrator Effectiveness; *Collegiality; Elementary Secondary Education; Instructional Leadership; Job Performance; *Leadership Responsibility; *Management Development; *Peer Relationship; *Principals; *Social Support Groups
IDENTIFIERS- Isolation (Professional); Peer Assisted Leadership Program

The literature provides scant evidence that training programs for teachers and administrators have lasting effects on job performance. The study summarized in this paper focuses on principals' perceptions of how their involvement in the Peer-Assisted Leadership (PAL) Program has affected their ongoing actions and attitudes. To determine if PAL's reported short-term effects erode over time, participants were surveyed concerning the program's effects on three domains: (1) leadership and administrative actions; (2) perspectives on their leadership role; and (3) sense of collegiality and group support since being in PAL. Designed to help participants reduce feelings of professional isolation, form collegial support systems, and rethink their leadership roles, the program incorporated two major data collection strategies (shadowing and reflective interviewing) and instructional leadership as a conceptual framework. All 75 principals and vice-principals who participated in PAL over the past 3 years were included in the sample. Data were displayed and analyzed for each of three groups (continuing principals, those who had not participated for 1 year, and those who had not participated for 2 or 3 years). Results revealed that the influence of PAL is most strongly felt by principals who continue to work formally with their original set of peers. Significant differences between the degree of influence scores for principals in the continuing group and the two non-continuing groups occur for all three of the domains. Effects are strongest for continuing principals. Study limitations and implications for further research are discussed. Three figures, three tables and the PAL survey questionnaire are attached. (39 references) (MLH)

ED 318 161 EC 230 563

Buckley, Sue; And Others
The Development of Language and Reading Skills in Children with Down's Syndrome.
REPORT NO.- ISBN-0-900234-17-2
PUB DATE- 86
NOTE- 77p.

AVAILABLE FROM- Portsmouth Down's Syndrome Trust, Psychology Department, Portsmouth Polytechnic, King Charles St., Portsmouth, England PO1 2ER.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Beginning Reading; Case Studies; Delayed Speech; Developmental Stages; *Downs Syndrome; Elementary Education; Expressive Language; Games; *Language Acquisition; Learning Activities; *Mental Retardation; Preschool Education; Receptive Language; *Sign Language; *Teaching Methods
The book summarizes the current state of knowledge concerning language development in children with Down Syndrome (DS). The first chapter reviews language development in normal children, noting such stages as gestures, first sounds, development of understanding, first spoken words, and the two-word stage. The next chapter examines language skills in DS children and stresses individual differences within a wide range of development. A table of norms for language development in DS children is provided. Chapter 3 considers the particular difficulties which delay language development in DS children. It stresses the importance of ensuring that the child has opportunities to talk and encouraging and rewarding his efforts. Discussed in Chapter 4 is the use of signing in conjunction with speech to encourage language development in very young children. Chapter 5 looks at reading in DS children, with several case histories and a recommended structured reading program going from matching, selecting, and naming pictures to the same sequence for flash cards. The final chapter describes a variety of activities to encourage language development. Toys, games, and instructional materials are listed. Contains 115 references. (DB)

ED 318 190 EC 230 595

Hylton, Judith; And Others
The Role of the Physical Therapist and the Occupational Therapist in the School Setting. TIES: Therapy in Educational Settings. Revised.
Oregon Health Sciences Univ., Portland. Crippled Children's Div.; Oregon State Dept. of Education, Salem. Regional Services for Students with Orthopedic Impairments.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 78p.
GRANT- G008630055
AVAILABLE FROM- Child Development and Rehabilitation Center Publications, Oregon Health Sciences University, P.O. Box 574, Portland, OR 97207 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Intervention; *Occupational Therapists; *Physical Therapists; *Staff Role; Student Evaluation; Time Management
IDENTIFIERS- Oregon

The manual aims to assist occupational and physical therapists in describing the differences between school-based therapy and clinic-based therapy, recognizing the primary role of school-based therapy in special education, identifying the therapist's responsibilities in the Individualized Education Program development process, describing the therapist's role in delivering a full range of therapy services, and determining an appropriate distribution of the therapist's time. The manual distinguishes clinic therapy from school therapy; defines legal terms relating to school therapy; describes the responsibilities of therapists, therapist assistants, and classroom aides; discusses the therapist's role on the multidisciplinary team and in the referral process; lists services provided by therapists; outlines the range of intervention services; presents a functional approach to treatment; and suggests a formula for determining caseloads. Appendices contain sample job descriptions, excerpts from Public Law 94-142, licensing requirements in Oregon, a list of acronyms, a directory of Oregon direct service providers, and a review of "related services" requirements under Public Law 94-142. (JDD)

ED 318 205 EC 230 835

Lundin, Janet, Ed.; Clark-Thomas, Eleanor, Ed.
Program Guidelines for Language, Speech, and Hearing Specialists Providing Designated Instruction and Services.
California State Dept. of Education, Sacramento.
REPORT NO.- ISBN-0-8011-0817-9
PUB DATE- 89
NOTE- 97p.
AVAILABLE FROM- Bureau of Publications, Sales Unit, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Compliance (Legal); Delivery Systems; *Educational Diagnosis; Elementary Secondary Education; Evaluation Methods; *Handicap Identification; *Hearing Impairments; Individualized Education Programs; *Language Handicaps; Models; Program Evaluation; Referral; Regular and Special Education Relationship; Self Evaluation (Groups); *Speech Handicaps; *Student Evaluation
IDENTIFIERS- California

These guidelines serve as a model for meeting the educational needs of students with language, speech, and hearing disorders. The guidelines clarify the paperwork requirements of federal and state statutes; reduce paperwork procedures to increase instructional time to students; recommend service delivery models; provide criteria to assist in monitoring an effective program; and incorporate the expertise of the language, speech, and hearing specialist with the regular education program to assist students who are underserved and do not meet eligibility criteria. Individual chapters cover: identification and referral, the assessment process, eligibility for special education, Individualized Education Program development, requirements for and reduction of paperwork, and service delivery models. Appendixes contain information on the role of the language, speech, and hearing specialist; professional qualifications in California; certification standards for the language, speech, and hearing specialist; sources of funding; least restrictive environment policy; and facilities and equipment. Also included are: (1) a list of resource persons who can provide information about technical assistance, severity rating scales, and computerized individualized education programs; (2) a questionnaire for evaluating and improving the effectiveness of local programs; and (3) several assessment, referral, and other administrative forms. (JDD)

ED 318 277 FL 800 043

Goodwin, Sarah Hall
Guide to Peace Corps Literacy Packet (Litpak).
Peace Corps, Washington, DC. Information Collection and Exchange Div.

PUB DATE- Sep 86
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Classroom Techniques; *Curriculum Development; Curriculum Guides; Instructional Materials; *Language Experience Approach; Language Teachers; *Literacy Education; *Native Language Instruction; Reference Materials; Teaching Methods; Voluntary Agencies; *Volunteer Training
IDENTIFIERS- *Freire (Paulo); Peace Corps

The guide introduces literacy education volunteers to the contents and use of the Peace Corps' prepared information packet on native language literacy education (Litpak). Part 1, a guide to the packet, contains two chapters. The first chapter, an introduction to Litpak, outlines the materials' purpose, typical situations in which Peace Corps volunteers get involved in literacy work, methods and approaches for using Litpak contents, and ways of supplementing the handbook. The second chapter of this part looks at special issues in literacy: the role and adequacy of literacy in different situations; alternatives to literacy; literacy in multilingual situations; and choosing a teaching approach and methods for different situations. The second section of the guide addresses the use of various teaching methods. The first chapter of this section discusses the formulation of a situation-specific literacy curriculum. The second and third chapters focus on curricula for two methods: the language experience approach and a modified Freirean approach. For each of the approaches, the guide outlines goals and objectives, learning activities, and sample lesson plans. For the Freire curriculum, specific reading objectives, linguistic content, and semantic content are included. Appended materials include sample lessons from students' texts in the specific literacy and the modified Freire curricula. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 291 FL 800 103

Legalization: Phase Two Requirements and Guidelines for Courses of Study Recognized by the Attorney General.
Immigration and Naturalization Service, Washington, DC. Office of Outreach.
PUB DATE- 12 Jul 89
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Adult Education; *Citizenship Education; Civics; English (Second Language); *Federal Regulation; *Immigrants; *Literacy Education; *Required Courses; Standardized Tests; Testing; Test Items; United States History
IDENTIFIERS- *Immigration Reform and Control Act 1986
Information concerning the federal regulations governing the basic citizenship skills requirement for immigrant legalization, as amended, is presented. Materials include: (1) a sample memorandum to educational service providers relaying information concerning the requirement; (2) revised requirements and guidelines for courses of study recognized by the Attorney General, including definitions of terms relevant to the legislation, Immigration and Naturalization Service requirements for course content and design, a brief description of the required Federal Citizenship text series, and program guidelines and functional guidelines for recognized courses; (3) a description of the English-civics tests available to legalized aliens; (4) a revised list of 100 standardized United States history and government questions and answers; (5) a list of 20 sample sentences used in the English literacy test; (6) a list of alternatives for aliens "satisfactorily pursuing" a recognized program of English and civics study; and (7) form I-803, a petition for the Attorney General's recognition to provide a course of study for Phase II legalization. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 048 CS 507 115

St. Maurice, Henry
A Guide to Commonplaces: On the Uses of Loci in Educators' Discourse.
PUB DATE- Apr 90
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Historical Materials (060)
DESCRIPTORS- *Discourse Analysis; Educational Philosophy; Educational Policy; Language Role; *Persuasive Discourse; *Rhetorical Invention; *Rhetorical Theory; Teacher Education
IDENTIFIERS- *Commonplaces of Education (Discourse); *Discourse Communities; Rhetorical Strategies

This paper discusses the rhetoric of American educators to show that rhetorical analyses can be used to highlight assumed concepts and values within educators' discourses, policies, and practices, and to suggest that greater awareness of their rhetoric can help educators make their communications congruent with their purposes. The paper describes and applies contemporary theories of rhetoric to one feature of educators' discourse, the commonplace. The paper's first section outlines a theory of rhetoric and provides a historical overview. The second section shows how specific commonplaces are congruent with particular conceptions of education, and analyzes one part of a set of commonplaces and contrasts it with other sets of commonplaces. The paper concludes that such analyses can be of value in deciding whether terms of argument are congruent with purposes of discourse. Forty notes are included. (SR)

ED 318 061 CS 507 132

Dionisopoulos, George N.; Hellweg, Susan A.
Corporate Advocacy: A Selected Review of the Literature.
PUB DATE- May 87
NOTE- 33p.; Paper presented at the Annual Meeting of the International Communication Association (37th, Montreal, Quebec, Canada, May 21-25, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Advocacy; Audience Awareness; *Business Communication; *Communication Research; Persuasive Discourse; *Political Issues; Public Relations
IDENTIFIERS- Advertising Effectiveness; *Corporate Advocacy; *Corporations
This paper provides a selected review of the literature pertaining to corporate advocacy (non-product advertising by corporations, addressing political or social issues). More specifically, the paper examines research from the communication, business, public relations, and advertising literature dealing with justifications for the practice of corporate advocacy, analyses of particular advocacy campaigns, the effects of advocacy attempts, and target audiences for such campaigns. In addition to reviewing this literature, the paper offers directions for future research in this relatively recent area. Forty-four references are attached. (Author/SR)

ED 318 075 CS 507 149

Austin, Erica Weintraub; And Others
Influences of Family Communication on Children's Television Interpretation Processes.
PUB DATE- May 89
NOTE- 39p.; Paper presented at the Annual Meeting of the International Communication Association (39th, San Francisco, CA, May 25-29, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Audience Response; *Childrens Television; *Communication (Thought Transfer); Communication Research; Communication Skills; Elementary Secondary Education; Family Characteristics; *Family Influence; Family Life; *Family Relationship; *Mass Media Role; Path Analysis; Television Research; *Television Viewing
IDENTIFIERS- California (North); *Family Communication; Perceived Reality
This study examined the effects of family communication environment and parental mediation of television content on third-, sixth-, and ninth-graders' perceptions of realism and similarity of television content and identification with television characters. Subjects, 627 northern California students and 486 of their parents, responded to episodes of "The Cosby Show." Prior to viewing one of three episodes, students completed a questionnaire assessing general background variables, leisure time activities, media use patterns, and family communication patterns. Immediately after viewing, children completed posttest questionnaires. Parents were interviewed via telephone. Active family communication emerged as an important influence, through both direct and indirect paths. Results indicated that family communication helps form children's real-world perceptions, which they compare with television perceptions to assess realism. Results indicated that a mismatch between real-world and television-world perceptions diminishes perceptions of realism and that realism contributes to perceived similarity, which contributes to identification with television characters. Results also showed that through active discussion of television content, the parent directly mediates perceptions of similarity, but not of realism. (Two figures and five tables of data are included. Twenty references are attached.) (MG)

ED 318 104 EA 021 727

Lomotey, Kofi
African-American Principals: School Leadership and Success. Contributions in Afro-American and African Studies, Number 124.
REPORT NO.- ISBN-0-313-26375-2
PUB DATE- 89
NOTE- 175p.
AVAILABLE FROM- Greenwood Press, Inc., 88 Post Road West, Box 5007, Westport, CT 06881 ($37.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; Administrator Effectiveness; *Black Achievement; Black Culture; *Black Education; Black Institutions; *Blacks; Black Students; Educational Quality; Elementary Education; *Leadership Qualities; Leadership Styles; *Principals
IDENTIFIERS- *California
The relationship between the leadership of African-American principals and African-American student academic achievement in more successful African-American elementary schools in California is examined within the 11 chapters of this book. The study attempted to determine how the African-American principals (who had been in their positions at least since the 1978-79 academic year) in three elementary schools, which were chosen based on their superior third- and sixth- grade reading and math California Assessment Program test scores from 1980-81 and 1981-82, exhibited the leadership style components of goal development, energy harnessing, communication facilitation, and instructional management. In addition, identification of other leadership facets that may affect students' academic achievement was attempted. To collect data, teachers and principals were interviewed, the principals were observed at work, and teacher questionnaires were distributed. The results indicated that African-American principals held three common qualities: (1) a strong commitment to African-American student education; (2) a deep understanding of, and compassion for, their students; and (3) a sincere confidence in African-American children's ability to learn. The teacher questionnaire, teacher interview questions, conducted on the basis of the findings from four instruments, principal interview questions, consent and personal data forms, and the Kumasi Greater Achievement Program are appended. (142 references) (KM)

ED 318 263 FL 018 516

Ford, James F.; Hassel, Jon B.
Focus on Foreign Language in the Middle School: A Description of an NEH Summer Institute.
PUB DATE- 83
NOTE- 9p.; In: Dimension: Languages 83. Proceedings of the Southern Conference on Language Teaching (19th, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Federal Government; *Inservice Teacher Education; *Institutes (Training Programs); *Language Teachers; *Middle Schools; Program Descriptions; Public Agencies; Second Language Instruction; *Second Language Programs; Summer Programs
IDENTIFIERS- *National Endowment for the Humanities; University of Arkansas
The origins, development, and results of a summer institute for middle school foreign language teachers held at the University of Arkansas during summer 1983, and re-funded and extended for the next 2 years, are described. The project originated from several needs in middle school foreign language instruction: the challenges in teaching to the middle school age group; the lack of articulation or exchange of information on program design or improvement; and teachers who are undertrained, particularly in language skills. The institute addressed all three issues. Two hours were devoted daily to understanding the middle school student, in sessions conducted by a middle school specialist. The foreign language education component consisted of reading and writing activities and demonstration teaching with critique. Local middle school students served as a class for the demonstrations. Decision-making about the type, complexity, and level of formal language training for the participating teachers was somewhat problematic, and cultural topics and conversational activities in this segment were dealt with in a more elementary fashion than was originally planned. Optional French and Spanish feature films and guest lectures were provided. Participants evaluated nine institute components, revealing some program strengths and weaknesses. (MSE)

ED 318 322 HE 023 378

Kahn, Peter H., Jr.
Communication in an Era of Specialization.
PUB DATE- Oct 89
NOTE- 20p.; Paper presented at the Annual Conference of the Association for Integrative Studies (Rohnert Park, CA, October 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behaviorism; *Communication (Thought Transfer); Higher Education; *Interdisciplinary Approach; *Interprofessional Relationship; *Social Sciences; Sociobiology; *Specialization
IDENTIFIERS- Cognitive Sciences
It is proposed that, contrary to traditional thinking, interdisciplinary communication can be enhanced, not limited, by specialization. A thorough understanding of common elements within any one discipline provides the bridge between disciplines. Two sets of examples of issues are examined. The first focuses on three disciplines in the social sciences (cognitive science, sociobiology, and behaviorism), and suggests that theories in these disciplines share common ground in terms of providing mechanistic explanations of human intelligence and human development, and critiques of the theories share common ground as they move to reinstate the primacy of such qualities as meaning, intentionality, consciousness, and free will. The second set of examples focuses on how issues pertaining to objectivity and subjectivity pervade such disciplines as philosophy, moral-development psychology, psychoanalysis, anthropology, sociology, and English literature. Again, common features of critiques are highlighted to illustrate how understandings within one discipline can help with understanding common problems and issues in others. The way in which specialization, and not simply a broad, liberal education, provides a powerful means for interdisciplinary communication is discussed. Includes 47 references. (MSE)

ED 318 379 HE 023 474

Williamson, John
Higher Education in Australia: The Emergence of "Development" as a

Central Activity.
PUB DATE- 90
NOTE- 13p.; Paper prsented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational History; *Educational Policy; Foreign Countries; Fund Raising; *Government Role; Higher Education; *Private Financial Support; Public Policy; School Business Relationship; *School Funds; *School Support
IDENTIFIERS- *Australia

The paper describes the Australian higher education system prior to 1987 and the changes brought about by the proposals in the white paper, "Higher Education: A Policy Statement," authored by John Dawkins, the Australian Minister of Employment, Education and Training, and issued in 1988. The emergence of "development" is then discussed as a major institutional initiative in seeking nongovernmental financial assistance for higher education institutions. Three initiatives adopted in response to governmental policy are outlined. They are: (1) the move to create a new position in the institutions with the title of Director of Development; (2) the move to form partnerships between higher education institutions' teaching and research activities and the industrial/commercial sector; and (3) the move to seek external funding or sponsorship for departments or academic positions, typically seen in the endowment of professorial positions. Includes seven references. (JDD)

ED 318 410 IR 014 314

Neil, Suzanne Chambliss
Industry Interests in the HDTV Debate.

PUB DATE- Oct 89
NOTE- 24p.; Paper presented at the Annual Telecommunications Policy Research Conference (17th, Airlie House, Warrenton, VA, October 1-3, 1989). For other papers of this conference, see IR 014 305-322.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; *Broadcast Television; Cable Television; *Policy Formation; *Standards; *Telecommunications
IDENTIFIERS- *High Definition Television

This analysis of the pattern of industrial interests in the current debate over high definition television systems argues that the debate involves more than just television; rather, it is an expression of a shift in the conceptualization of the nature of standards, one which conceives of standards as guidelines for the development of specific technologies rather than merely a description of a fundamentally static set of characteristics. Focusing on the framework for analysis, the first of three parts of the paper provides some theoretical considerations and tools for analyzing the processes of standardization among the different industries involved in the debate over high resolution systems. Industrial arguments are presented in the second part, which describes both the broadcast game (including terrestrial broadcasters, satellite and cable television system operators, and some consumer electronics manufacturers) and the electronics infrastructure game (consisting chiefly of U.S.-based computer companies, consumer electronics companies, and semiconductor manufacturers, with limited telephone company participation). The findings of the study are assessed in the third part. A diagram illustrating technology/manufacturing linkages is included in the document as well as a list of the members of the Advisory Committee on Advanced Television Service. (33 references) (GL)

ED 318 424 IR 014 328

Bates, A. W.
The Challenge of Technology for European Distance Education. IET Papers in Broadcasting: No. 288.

PUB DATE- May 89
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communications; Costs; *Distance Education; *Educational Technology; Foreign Countries; Higher Education; International Organizations; *International Programs
IDENTIFIERS- *Europe (West); *European Assn of Distance Teaching Universities

This paper discusses challenges to the European Association of Distance Teaching Universities (EADTU) in using technology. The first section deals with external challenges to EADTU institutions, including competition from new services, new funding programs, pressure from national governments, and the Europeanization of education. Internal challenges are identified as the need for clearly defined policies regarding transborder activities, low use of technology in member institutions, communication between member institutions (postal services, courier services, telephone, telefacsimile, face-to-face meetings, and audioconferencing), joint course production, transborder delivery of courses, and European-wide course design and delivery. Requirements for member institutions indicated by these challenges are summarized: greater use of established technologies; development of new course designs that exploit new technologies; and development of better communications systems between EADTU institutions. Four references are listed. (MES)

ED 318 146 EC 230 098

Reetz, Linda J.; Hoover, John H.
Secondary LD Mainstreaming Methods: Instructional Module. (An Instructional Module for Preservice or Inservice Training of Regular Secondary Educators).
South Dakota Univ., Vermillion.
PUB DATE- Dec 89
NOTE- 82p.; Prepared through a Bush Faculty Development Grant. For related documents, see EC 230 099-100. A 100-point multiple choice test bank that accompanies this instructional module is available from the University of South Dakota, Vermillion, SD 57069.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Behavior Change; Classroom Communication; *Classroom Techniques; *Disabilities; Evaluation Methods; Grading; Inservice Teacher Education; *Learning Disabilities; Learning Strategies; Listening Skills; *Mainstreaming; Mnemonics; Parent Teacher Cooperation; Preservice Teacher Education; Referral; Secondary Education; *Student Evaluation; Teacher Student Relationship; *Teaching Methods
Intended for use in preservice or inservice training of regular secondary educators, the module examines principles of communication, assessment, teaching methods, and classroom management through text, an annotated bibliography, and overhead masters. The first section covers communicating with handicapped students, their parents, and other professionals. It explains the consultation technique of active listening and offers 11 oral communication tips. The section on assessment discusses assessment prior to referral, the formal assessment process, assessment to determine how best to teach a handicapped child in the regular class, assessment for grading (five levels of modifications are suggested), and achievement grade modifications on report cards. The section on methods for successful integration of secondary-level learning disabled students into regular content classes considers use of advance organizers, graphic organizers, memory strategies, methods for increasing desirable student behaviors, methods for decreasing undesirable student behaviors, and group management and preventative discipline. Also provided are 38 references, an annotated bibliography of 29 citations, and 18 overhead masters. (DB)

ED 318 176 EC 230 579

Rights and Responsibilities of Parents of Children with Handicaps. ERIC Digest #E460.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 3p.
CONTRACT- RI88062207
AVAILABLE FROM- Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order of 5 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; *Educational Legislation; Elementary Secondary Education; Individualized Education Programs; *Parent Responsibility; *Parent Rights; Parent Role; Preschool Education
IDENTIFIERS- Education for All Handicapped Children Act; ERIC Digests

In a question-and-answer format, this single sheet outlines the rights of parents in the special education process, as provided by Public Law 94-142, including the right to a free appropriate public education for the child, to request a re-evaluation, to have the child tested in the child's primary language, and to participate in the development of the child's individualized education program. Parent responsibilities are also noted, such as developing a partnership with the school or agency, making sure the child is included in the regular school activities program, and monitoring the child's progress. The parent's role in developing the Individualized Education Program is also described. A final section lists resources available to help parents. (JDD)

ED 318 248 FL 018 464

Crandall, JoAnn; Charrow, Veda R.
Linguistic Aspects of Legal Language.
PUB DATE- 90
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Consumer Protection; Federal Regulation; *Language Patterns; Language Research; *Language Role; *Language Styles; *Lawyers; Linguistic Theory; *Technical Writing
IDENTIFIERS- *Legal Language; *Simplification (Language)
Efforts to simplify language used in consumer documents come from the consumer movement and a public disillusioned with big business and government. Even before President Carter's 1978 executive order mandating simplification in government regulations, some agencies were revising regulations for clarity. However, these efforts were based on too little knowledge of language complexity. The little existing research on legal language suggests that, more than by a specialized vocabulary, it is characterized by overly complex sentences, the overuse of passives, whiz-deletion and unclear pronoun reference, archaic and misplaced prepositional phrases, and its own set of articles and demonstrative pronouns. The historical development of legal language is unique, paralleling but independent of the development of the rest of English. Legal language is both the medium of communication and the primary tool of the legal profession, and is powerful because it carries the force of law. Some of the vagueness and ambiguity of legal language is intentional, reflecting compromise and capitulation to the complexity of issues. Some of these problems persist in the rewriting of regulations. In addition, precedent, often linked to language usage, is central to common law. Attempts to simplify legal language have been through readability formulas and editing, but resistance and inherent language complexity make change difficult. (MSE)

ED 318 307 HE 023 295

Wingfield, Clyde J., Ed.
Faculty Responsibility in Contemporary Society. Proceedings of the American Association of State Colleges and Universities La Sapienza Conference (Rome, Italy, June, 1989).
American Association of State Colleges and Universities, Washington, D.C.
REPORT NO.- ISBN-0-880044-118-6
PUB DATE- 90
NOTE- 148p.; Only the U.S. papers from this American Association of State Colleges and Universities and the University of Rome--American-Italian binational conference on higher education are included.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle/Suite 700, Washington, DC 20036-1192 ($17.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Books (010)
DESCRIPTORS- *College Administration; College Faculty; *Comparative Education; Foreign Countries; Higher Education; School Community Relationship; Social Structure; *Teacher Role
IDENTIFIERS- *Italy

The 10 U.S. papers included in this collection discuss the organization, governance, problems, values, and faculty role of higher education in institutions of higher education in the United States. Major differences are identified in the introduction (Clyde Wingfield), including tendencies for American universities to be more integrated into economic and political processes and for Italian universities to be more linked to the past with their professors maintaining a higher social status. Differences in funding patterns and administrative structure are also identified. The papers have the following titles and authors: "Challenges Met, Challenges Facing the Modern American University and its Faculty" (Clifton Conrad and Eugene Trani); "An Education for Every American Worker" (Joseph Murphy); "The Socioeconomics of the College Curriculum" (David Lavin); "Faculty Governance: Old Wine in New Bottles" (Carol Guardo); "Momentum, Not Miracles: The Need to Embrace Technology in the Classroom" (Peter Cayan); "Idealistic and Pragmatic Reasons for the Importance of Faculty Research and Scholarship" (Judith Sturnick); "Faculty as Boundary Spanners: Responsibilities External to the Campus" (William Monat); "Partnerships with Business Challenge Traditional College Roles" (Robert Scott); "The Faculty Role in Maintenance of Professions and Promotion of the Arts" (Jewel Plummer Cobb); "Faculty Community Service: Contribution and Consequence" (John Unrue). An appendix lists the conference agenda. Most papers have references. (DB)

ED 318 352 HE 023 428

Balfour, Linda F.
Statistical Abstract of Higher Education in North Carolina, 1989-90. Research Report 1-90.
North Carolina Univ., Chapel Hill. General Administration.
PUB DATE- Apr 90
NOTE- 262p.
AVAILABLE FROM- University of North Carolina, General Administration, P.O. Box 2688, 910 Raleigh Rd., Chapel Hill, NC 27515-2688.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *College Admission; College Housing; *Degrees (Academic); *Enrollment; *Enrollment Trends; *Faculty; Graduate Study; Higher Education; Libraries; Student Costs; *Student Financial Aid; Transfer Students; Undergraduate Study
IDENTIFIERS- *North Carolina

This 23rd annual statistical abstract covers the breadth of higher education activities in North Carolina in their quantitative aspect, presenting both past and 1989-90 academic year information. In 83 tables and 14 figures, data are presented concerning: (1) current enrollment (by institution, residence status, sex, level of instruction, age, geographic origin, and racial composition); (2) enrollment trends, with general trends from 1900 to 1989, and 1979-1989 data on percentage change in enrollment by institution, residence status, level of instruction, and geographic origin; (3) undergraduate transfers from 1979-1989, with data for 1989 by type of institution and sex; (4) degrees conferred by field of study, institution, type of institution, level of degree, race, and sex; (5) academic rank, sex, and highest earned degree of full-time faculty; (6) library resources and operating expenditures; (6) costs to students, by institution and level of instruction; (7) admissions, including average Scholastic Aptitude Test scores of entering freshmen; high school class rank; and number of freshman, graduate, and first professional applications, acceptances, and enrollees; (8) student financial aid, covering employment, scholarships, grants, awards, and loans; and (9) student housing and (10) degrees conferred. Appendices include sources of data and definitions of terms. (JDD)

ED 318 366 HE 023 442

Segall, William E.
Higher Education and the Honor Student: Attracting the Best.
PUB DATE- 6 Oct 89
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academically Gifted; College School Cooperation; Higher Education; High Schools; *Migration; Role Models; Student Mobility
IDENTIFIERS- Academic Bowl; *Oklahoma
Oklahomans are looking to their colleges and universities as avenues through which the diversification of the state's economy and economic salvation can come about. The challenge to higher education is identifying qualified students, and identifying their teachers who can assist them in making wise choices in planning their college careers. The Academic Bowl, an integral part of Oklahoma State University's public effort to encourage excellence in Oklahoma's secondary schools, has fostered an awareness of Oklahoma higher education and attracted a teacher cadre of exceptional talent and ability. A survey of 26 Academic Bowl teacher/coaches found that they have continuing opportunities for having long-term influence on their students--extremely capable students who generally leave the state to attend college or after college graduation. Statistics show the teaching areas of Academic Bowl teacher/coaches and number of years taught in school. Statistics also show the choice of college and choice of majors of Academic Bowl graduating seniors. (JDD)

ED 318 395 IR 014 278

Winer, Laura R.
The Vitrine 2001: The Future of Educational Computing?
PUB DATE- 21 Jun 88
NOTE- 9p.; Paper presented at the Annual Meeting of the Association for Media and Technology Education in Canada (Halifax, Nova Scotia, Canada, June 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; *Computer Assisted Instruction; *Computer Software; Elementary Secondary Education; Emotional Problems; Foreign Countries; *Laboratories; Learning Disabilities; *Learning Strategies; *Problem Solving; *Process Education
IDENTIFIERS- Canada; *Learner Centered Instruction
This paper describes the Vitrine 2001, a dynamic multi-machine, multi-software computer-based learning environment which, through its emphasis on problem solving and process learning, takes the learner's interests, competencies, strengths, and weaknesses as its starting point. It is noted that the goal of the project is to undertake research oriented more towards learning than teaching, in a context where children's choices and their approaches are respected as much as possible. Responses are given to four of the most common questions asked about the project: (1) Why do you have a multi-machine, multi-software environment? (2) How do the children influence the changes that are made to the Vitrine? (3) How is it possible to manage different projects of many children at the same time? and (4) What type of learning does such an environment encourage? Three challenges for the future of the project are outlined. The paper concludes on a cautionary note, conscious of both the progress that the project has achieved to date through its work with three groups of students (a grade two class from a multi-ethnic and multilingual inner-city neighborhood, a combined fourth and fifth grade class from an upper middle-class francophone neighborhood, and a group of 10 adolescents with serious learning and psychological problems from a provincial health care center) and of the challenges to be faced in the future. (GL)

ED 318 439 IR 014 346

Intellectual Freedom. Building Library Media Collections.
Maryland State Dept. of Education, Baltimore.
PUB DATE- Dec 88
NOTE- 10p.; For a related bibliography, see IR 014 345.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Censorship; *Civil Liberties; Court Litigation; *Educational Legislation; Elementary Secondary Education; Guidelines; *Intellectual Freedom; *Library Collection Development; Library Material Selection; Media Specialists; Public Schools; *School Libraries
IDENTIFIERS- American Library Association; First Amendment; *Library Bill of Rights

Noting that a deep concern about the suppression of ideas in the public schools of the United States is very much a part of the collective consciousness of the school library profession, the implications of intellectual freedom for school library personnel and for library collection development are explored. The position of the school library in the legal framework, with particular emphasis on the state of Maryland, is followed by a discussion of the significance of the Library Bill of Rights and of legal cases that apply to the freedom to read and to the rights of students to access information and ideas. It is argued that the role of parents in educating children should not be diminished nor their concerns taken lightly; the procedures of a school library must accommodate each parents' rights and beliefs. Finally, it is argued that the library collection must support the curriculum and provide for a diverse population with varying learning styles. Six guidelines are provided for taking censorship issues into account when developing library collections. The appendixes include the Library Bill of Rights and a list of eight selected cases related to intellectual freedom. A bibliography of books, articles, films, and video programs on intellectual freedom is also provided. (GL)

ED 318 089 EA 021 689

Marshall, Catherine
More Than Black Face and Skirts: New Leadership To Confront the Major Dilemmas in Education.
National Policy Board for Educational Administration, Charlottesville, VA.
PUB DATE- Nov 89
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Administration; Elementary Secondary Education; *Equal Opportunities (Jobs); *Females; Leadership Qualities; *Minority Groups; *Racial Discrimination; *Sex Discrimination
To address minority students' needs, increase school administrators' instructional leadership capacities, and involve parents in improving schools, school districts must recruit large percentages of women and minority educators to school leadership positions. This will not be a simple task, as entirely new definitions of school leadership are needed. Educators are being challenged to (1) find ways to keep at-risk students in school; (2) create stimulating learning environments; and (3) garner community support. Women are still underrepresented in school leadership, and minorities have not benefited from affirmative action and other equality-based legislation. The dominant reform proposals are flawed for not promoting equity, for failing to involve black educators in reform discussions, and failing to propose measures ensuring minorities' access to school leadership positions. What is needed is a reconceptualization of school leadership and active recruitment of women and minority school leaders. Education's legitimacy crisis will not be solved by putting black faces and skirts on the same old kind of leadership. When women and minorities are trained to fit into the administrative culture, they are often programmed to forget valuable attributes, qualities, and values. Intelligent, motivated educators are more likely to leave the profession, rather than alter their identities to suit white male leadership norms. Specific structural changes are necessary to achieve equity and quality in school leadership. (84 references) (MLH)

ED 318 132 EA 021 883

Piele, Philip K.
The Politics of Technology Utilization: From Microcomputers to Distance Learning. Trends & Issues Series, Number 3. A Series of Papers Highlighting Recent Developments in Research and Practice in Educational Management.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-86552-100-X
PUB DATE- Oct 89
NOTE- 21p.
CONTRACT- RI88062004
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($6.00 plus $2.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Communications Satellites; *Computer Uses in Education; *Distance Education; Educational Trends; Elementary Secondary Education; Futures (of Society); Government School Relationship; Information Utilization; Interactive Video; *Microcomputers; *Political Issues; Political Power; *Politics of Education; Public Schools; Technological Advancement; *Telecommunications
IDENTIFIERS- *Technology Utilization
The external politics of technology utilization in schools involving local, state, and federal levels of government is the central focus of this paper. Interest group politics are also examined, especially as practiced at the state level by professional associations representing teachers, administrators, and school board members. The first chapter examines the failure of the microcomputer to transform the traditional role of the teacher in the schools and then assesses the promise of interactive distance learning to do so. The primary conclusion reached is that only technologies like interactive distance learning, with its capacity to offer an educationally viable and cost-effective alternative to the classroom teacher, will have a real impact on schools. The second chapter describes the technology of interactive distance learning and state-level providers of distance learning services as well as the federal role in distance learning. The third chapter analyzes, at each of the three educational governance levels, political and legal issues that have been raised by distance learning. In the years ahead teacher unions may find themselves in some difficult political battles either to prevent school districts from obtaining and expanding interactive distance learning instruction or to compensate teachers for mastering its use. (24 references) (MLF)

ED 318 220 FL 018 250

Carney, William J.
Plus Ca Change: Minitel and Teletel, Electronic Marvels with Language Teaching Potential.
PUB DATE- 88
NOTE- 18p.; In: Perspectives in Foreign Language Teaching. Proceedings of the Annual Conference on the Teaching of Foreign Languages and Literatures (12th, Youngstown, OH, October 21-22, 1988); see FL 018 244.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Costs; Databases; Foreign Countries; Information Services; *Marketing; Second Language Instruction; Technological Advancement; *Telecommunications; *Telephone Usage Instruction
IDENTIFIERS- France; *Minitel; *Teletel
The impact and cultural implications of the French Minitel and Teletel system are discussed, and second language clasroom applications are examined. These electronic instruments were developed for nationwide transmission of computerized data using small television-like terminals connected by modem to existing telephone circuits. Wise marketing decisions that ensured the success of Minitel and Teletel include: (1) the free use of the terminals as soon as the local directory comes on-line; (2) low-cost access to the on-line telephone directory; (3) well-coordinated services and databanks; and (4) user rates based only on connection time, not distance. A series of seven team-oriented activities exploiting the introductory materials given to new Teletel and Minitel subscribers are outlined. These include activities for giving demonstrations, problem-solving, data seeking, communicating with a service provider, creating a service, message transmission via electronic mail, and conversation and discussion. Early response to the system in France, resulting changes, and its future are also examined. (MSE)

ED 318 234 FL 018 449

Laforge, Lorne, Ed.
Bulletin bibliographique sur la linguistique appliquee a l'informatique (Bibliographic Bulletin on Applied Linguistics and Information Science). Relai, Publication K-3.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ISBN-2-89219-182-3
PUB DATE- 87
NOTE- 135p.; All citations set in small type.
LANGUAGE- French
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Applied Linguistics; Databases; Foreign Countries; *Information Science; *Interdisciplinary Approach
This annotated bibliography contains 150 citations of journal articles, conference and research reports, and other publications drawn from the BIBELO database concerning linguistics as applied to the field of information science or information science as applied to linguistics. The bulk of the bibliography consists of the bibliographic citations, which are alphabetically organized by author. Subject, descriptor, and document type indexes are also included. Annotations and descriptive indexing are in English or French, depending on the language of the document. (MSE)

ED 318 292 FL 800 104

Collins, Sheila; And Others
The Workplace Education Program of the Central Labor Council and the Consortium for Worker Education. Evaluation Report. Summary of Activities between October 1, 1988 and June 30, 1989. Technical Report #3.
City Univ. of New York, N.Y. Center for Advanced Study in Education.
PUB DATE- 90
NOTE- 317p.; Appendixes 2-4 present various legibility problems.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; Employment Patterns; *Labor Education; *Literacy Education; Occupational Mobility; Program Development; Program Effectiveness; *Program Evaluation; Self Concept; Student Attitudes; Surveys; Unions
IDENTIFIERS- *Workplace Literacy
This report on the second year of the Workplace Education Program evaluates 16 programs run by 15 labor unions during the 9-month period between October 1, 1988 and June 30, 1989. The assessment was designed (1) to collect a program-wide database for program documentation; (2) to examine program impact on students' basic literacy skills, on student attitudes toward and self-confidence in learning, on employment patterns, and on student interest in issues beyond the classroom and workplace; (3) to provide qualitative and quantitative documentation of union progress in designing and implementing program assessment tools; and (4) to make recommendations for further program development. The report consists of four sections containing the following information: (1) an overview of program data; (2) results of a survey of 1,023 students in 10 unions; (3) case studies of 6 programs, indicating their impact from the perspective of teachers and administrators; and (4) profiles of individual students who have experienced success in the program in a variety of ways. Appended materials include the survey instrument, curriculum samples, an outside evaluation of one staff development program, samples of evaluation measures, excerpts from a student magazine, and questionnaire adaptations by individual programs. (Author/MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 049 CS 507 116

Hellweg, Susan A.; And Others
Comparative Candidate Evaluation as a Function of Election Level and Candidate Incumbency.
PUB DATE- May 86
NOTE- 19p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Discriminant Analysis; Elections; Factor Analysis; *Political Candidates; Political Influences; *Presidential Campaigns (United States); Public Opinion; Voting
IDENTIFIERS- Bush (George); California (San Diego); Ferraro (Geraldine); Mondale (Walter); Political Communication; *Political Image; Reagan (Ronald); *Voting Behavior
A study examined the evaluative structures employed by voters in making decisions about political contenders, specifically as a function of the level of the election involved and the incumbent-challenger status of the candidates. Data were obtained by questionnaires administered within two weeks prior to the 1984 general election to 550 undergraduate students of voting age at a large western university. The questionnaires were designed to assess subject evaluations of eight sources: presidential candidates Ronald Reagan and Walter Mondale; vice-presidential candidates George Bush and Geraldine Ferraro; San Diego mayoral candidates Roger Hedgecock and Dick Carlson; and San Diego judicial candidates William Mudd and Mary Franklin. Competence emerged as the primary factor only at the presidential level, while character emerged as the primary factor for both vice-presidential and mayoral campaigns. The results suggest that incumbent positioning does make a difference in perceptual criteria formation for candidates (such that the incumbent may set the agenda for the challenger), that such criteria are idiosyncratic to individual candidates and election contexts, but that accurate predictions can be made of voting behavior once these idiosyncratic criteria are known. (Nine tables of data are included.) (KEH)

ED 318 062 CS 507 133

Gabrys, Gareth
Difficulty in Learning To Read Speech Spectrograms: The Role of Visual Segmentation.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- Office of Naval Research, Washington, D.C.
REPORT NO.- LRDC/PITT/IMP-1
PUB DATE- Feb 90

NOTE- 40p.
CONTRACT- N00014-86-K-0361
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Context Clues; *Learning Problems; *Sound Spectrographs; Speech; Visual Stimuli
IDENTIFIERS- Salience; Salience Effects; Segmentation Theory; Speech Research; University of Pittsburgh PA; Visual Cues

This study was conducted to demonstrate that a context-dependent discrimination can produce learning difficulty in a pseudo-spectrogram reading task and to look at what contribution segmentation makes to that difficulty. Experiment one involved 10 subjects recruited from the University of Pittsburgh, who were shown pseudo-spectrogram patterns and then asked to respond by making selections from a screen menu on a computer. Results indicated that a context-dependent discrimination can be difficult to learn. Experiment two was to try to determine whether the learning difficulty observed in experiment one was due to context-dependent segmentation, to some other factor such as salience or task demands, or to some interaction of these factors. Fifteen other subjects were given a stack of 32 different patterns and asked to circle the important parts. Results indicated that lack of salience may play an important part in making this type of skill difficult to learn. Results of the two experiments point to several factors which can affect the difficulty of learning to read speech spectrograms. Learning difficulty may be affected by the interaction of segmentation with cue salience and task demands. The main conclusion was to confirm the influence of segmentation on learning difficulty in speech spectrogram reading. (Two figures are included, and 19 references are attached.) (MG)

ED 318 162 EC 230 564

Buckley, Sue; Sacks, Ben
The Adolescent with Down's Syndrome: Life for the Teenager and for the Family.
PUB DATE- 87
NOTE- 167p.
AVAILABLE FROM- Portsmouth Down's Syndrome Trust, Psychology Department, Portsmouth Polytechnic, King Charles St., Portsmouth, England, United Kingdom PO1 2ER.

LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Adolescents; Behavior Problems; *Child Rearing; Communication Skills; Daily Living Skills; Demography; *Downs Syndrome; *Family Life; Foreign Countries; Leisure Time; *Parent Attitudes; Physical Development; Sexuality
IDENTIFIERS- England

The book presents the results of a survey of the daily life and attitudes of 90 English families with an adolescent with Down Syndrome (DS). The first chapter reviews the typical development of DS children. Chapter 2 provides demographic data including schooling (94% attended schools for children with severe learning difficulties), residence (83% were living with their own natural families), and social class distribution (same as general population). Chapter 3 looks at daily living skills while the development of adequate communication skills is considered in Chapter 4, noting that 40% of the younger teenagers used only keyword utterances. Chapter 5, on achievements in school, reports that few of the teenagers had developed practical levels of reading, writing, or number skills. Chapter 6 indicates that most leisure interests tend to be passive and solitary. Chapter 7 looks at general behavior and concludes that most DS teenagers do not have serious behavior problems. The next two chapters, on physical and sexual development, finds the DS subjects to be shorter than average with sexual behavior rarely a problem. Chapter 10, on family life, reports that while the DS teenagers require a lot of attention and while their degree of independence is much less than that of their non-DS peers, their parents did not view these factors in a particularly negative light. The final chapter offers some typical case histories and conclusions. (DB)

ED 318 191 EC 230 596

Reed, Penny; And Others
A Model Plan for the Supervision and Evaluation of Therapy Services in Educational Settings. TIES: Therapy in Educational Settings.
Oregon Health Sciences Univ., Portland. Child Development and Rehabilitation Center.; Oregon State Dept. of Education, Salem. Regional Services for Students with Orthopedic Impairments.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Sep 88
NOTE- 99p.
GRANT- G008630055

AVAILABLE FROM- Child Development and Rehabilitation Center Publications, Oregon Health Sciences University, P.O. Box 574, Portland, OR 97207 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Delivery Systems; *Disabilities; Elementary Secondary Education; *Evaluation Methods; Labor Turnover; Models; *Occupational Therapy; *Physical Therapy; *Recruitment; Staff Role; *Supervision
IDENTIFIERS- Oregon
The manual serves as a model for school districts developing procedures for supervising and evaluating their therapy services. The narrative is addressed to therapists rather than supervisors so that school districts can photocopy or adapt sections of the manual and assemble customized manuals for therapists in their programs. The first chapter, "Therapy Services in Educational Settings," describes a continuum of therapy services, the role of occupational therapy and physical therapy as "related services" under federal legislation, the hallmarks of effective therapy, and the role of supervisory leadership. "Supervision and Evaluation of Therapists Employed by Educational Agencies" provides forms for identifying therapist performance goals and evaluating therapists. Other chapters describe the role of licensed therapist assistants and methods of recruiting and retaining therapists in schools. Appendices include the following: (1) a continuum of student characteristics; (2) a service delivery model; (3) Oregon regulations on teacher evaluations and personnel file content; (4) a model performance appraisal instrument for school physical therapists; (5) information on recruitment and retention of pediatric physical and occupational therapists; (6) directories of educational programs in physical therapy and occupational therapy; and (7) directories of the State Placement Chairmen of the American Physical Therapy Association and the American Occupational Therapy Association. (JDD)

ED 318 278 FL 800 044

Sam-Kpakra, Robert H.; And Others
Rural Press for Village Post-Literacy Literature.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Aug 87
NOTE- 23p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - General (020)
DESCRIPTORS- African Languages; Case Studies; *Communication (Thought Transfer); English (Second Language); Foreign Countries; *Information Dissemination; *Literacy; Multilingual Materials; *Newspapers; *Reprography; *Rural Areas; Social Development; Uncommonly Taught Languages
IDENTIFIERS- *Africa; Liberia; Looma; Niger
Three articles concerning the development of the rural press in Africa as a means of communicating and promoting literacy are included in this collection of reprints. "The Rural Press, Effective Rural Communication Medium" by Robert H. Sam-Kpakra describes this medium of communication by and for people living in areas with little or no access to urban means of communication. The article discusses the basic principles of the rural press, the rationale for its development, step-by-step directions for using a silk-screen duplicator to produce a rural news bulletin, and suggestions for local management of the rural press. "Grassroot Communication at Village Level," by Charles T. Hein and Keith K. Kanyogonya, outlines the construction and operation of a silk-screen duplicator as used in Nigerian local newspaper production. "Case Study: Mimeographed Bilingual Village Newspaper," by Margaret D. Miller chronicles the history and operation of a rural Liberian newspaper produced in Looma, an African language, and eventually also partly in English. Details of solicitation of articles, layout and content, distribution, and finance are provided. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 337 HE 023 396

Hood, Albert B.; Arceneaux, Cathann
Key Resources on Student Services; A Guide to the Field and Its Literature.
REPORT NO.- ISBN-1-55542-230-6
PUB DATE- 90
NOTE- 263p.
AVAILABLE FROM- Jossey-Bass Publishers, 350 Sansome St., San Francisco, CA 94104 ($32.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- Academic Advising; Annotated Bibliographies; Career Counseling; *College Admission; College Environment; *Counseling Services; Developmental Studies Programs; Educational History; Extracurricular Activities; Foreign Students; Higher Education; *Information Sources; Literature Reviews; *Program Administration; School Holding Power; Student Characteristics; Student Development; *Student Financial Aid; *Student Personnel Services; Student Recruitment; Student Unions; Trend Analysis

Significant literature produced since 1980 on all aspects of student personnel services is reviewed and presented in annotated bibliography form. Over 600 citations are included, contained in separate sections on these topics: the emergence of student services practice and literature; growth of the student services profession; student characteristics and development; administrative roles, concerns, and practices; recruitment, admissions, and retention; student financial aid; residence life; academic advising and learning assistance programs; international student services; counseling centers; student activities and college unions; career development and placement services; and emerging trends and issues in practice and research. Within these topics, the bibliographic information is organized by subcategory. Author and subject indexes are appended. (MSE)

ED 318 380 HE 023 475

Houston, Samuel R.; And Others
Salary Discrimination in Higher Education: Selected Multivariate Analyses.
PUB DATE- Apr 90
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Correlation; Higher Education; *Judgment Analysis Technique; *Multiple Regression Analysis; *Multivariate Analysis; Research Methodology; *Salary Wage Differentials; Social Discrimination; Validity
IDENTIFIERS- University of Northern Colorado
Salary data were gathered for 1985-86 from 463 faculty at the University of Northern Colorado. Discrimination variables studied included gender, race, and age, and university characteristic variables were rank, degree and tenure status, time in rank, and academic discipline. Multivariate procedures employed included multiple linear regression (MLR), partial canonical analysis (PCA), and judgment analysis (JAN) for double-cross validation purposes. PCA was found to be a promising tool for the researcher in the area of salary discrimination, as it was more revealing and sensitive than MLR in terms of suggesting areas for further investigation of possible gender, race, and age discrimination. It was found additionally that JAN procedures provide the ability to cross-validate the MLR procedures, and that MLR procedures, using partialled discrimination variables as the dependent variables, can be used as an alternative to the PCA approach. Results suggested that discrimination is less pervasive than in a prior 3-year study at the University. Includes 20 references. (JDD)

ED 318 411 IR 014 315

Tanner, Craig K.
High Definition Television: Factors Critical to Success.
PUB DATE- Oct 89
NOTE- 10p.; Paper presented at the Annual Telecommunications Policy Research Conference (17th, Airlie House, Warrenton, VA, October 1-3, 1989). For other papers presented at this conference, see IR 014 305-322.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Industry; *Broadcast Television; Cable Television; Cost Estimates; *Federal Regulation; Policy Formation; *Standards; *Telecommunications
IDENTIFIERS- Broadcast Economics; Federal Communications Commission; *High Definition Television; Regulatory Agencies
Great attention is being paid to the current high definition television (HDTV) system proposals that are being examined by the Federal Communications Commission Advisory Committee, and due to be tested over the next few years by the Advanced Television Test Center and by Cable Television Laboratories. Arguing that the focus of this activity has tended to mask some of the factors which may prove more pivotal to the successful establishment of HDTV in the United States, this paper discusses some of the factors that seem to be fundamental to the success of HDTV, poses questions, and identifies issues of concern to broadcasters and to operators of cable television systems. A review of basic spectrum architectures of the systems currently proposed is followed by discussions of related consumer issues, standards, and costs for producers, distributors, and viewers. (GL)

ED 318 425 IR 014 329

Bates, A. W.
JANUS: Joint Academic Network Using Satellite. Brief Description of Project. IET Papers on Broadcasting: No. 287.
PUB DATE- Oct 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communications Satellites; Computer Networks; Costs; *Distance Education; Foreign Countries; Higher Education; *Information Networks; International Programs; Material Development; Telecommunications
IDENTIFIERS- *Europe (West); European Assn of Distance Teaching Universities

The JANUS (Joint Academic Network Using Satellite) satellite network is being planned to link European institutions wishing to jointly produce distance teaching materials. Earth stations with capabilities for transmit/receive functions, voice/data functions, two 64 kbs channels, and connection to local telephone exchange and computer networks will be located at each institution. Initially the European Association of Distance Teaching Universities (EADTU) will form the core of the system, but the network is expected to grow to include enterprises concerned with distance training. JANUS will have several functions: (1) two-way communication between sites; (2) audio-conferencing; (3) electronic mail; (4) computer conferencing; and (5) experimental video-conferencing. JANUS is being designed to reduce travel costs and time, reduce communication costs, speed up joint course production, secure external funding, and improve user-friendliness of electronic messaging and data transfer. Although most functions could be provided by existing services (face-to-face meetings, public telephone systems, public switched packet networks, private data networks, and VSAT satellite networks), there are problems with the cost and quality of service. Issues to be resolved before JANUS becomes operational include earth station design, location of a suitable satellite, development of user-friendly procedures, funding, and regulation of telecommunications services. (MES)

ED 318 076 CS 507 150

Hynds, Susan, Ed.; Rubin, Donald L., Ed.
Perspectives on Talk and Learning. NCTE Forum Series.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-3524-2
PUB DATE- 90
NOTE- 304p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 3252-3020, $10.95, member, $14.25 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Books (010) Collected Works - General (020)
DESCRIPTORS- Classroom Environment; Cooperative Learning; Elementary Secondary Education; Higher Education; *Instructional Effectiveness; *Instructional Innovation; *Learning Experience; *Oral Language; *Teaching Methods
IDENTIFIERS- *Collaborative Learning; *Conversation; Learning Environment

In this book, teacher educators and researchers show how classrooms can come alive when talk is used constructively. Following an introduction by Donald L. Rubin, the articles include: "Speaking Creatures in the Classroom" (Judith Wells Lindfors); "Oral Language and Learning" (Douglas Barnes); "Negotiation, Language, and Inquiry: Building Knowledge Collaboratively in the Classroom" (Cynthia Onore); "Asking Questions about Questions" (Theresa Roger and others); "Play Talk, School Talk, and Emergent Literacy" (Lee Galda and A. D. Pellegrini); "Talking Up a Writing Community: The Role of Talk in Learning to Write" (Anne Haas Dyson); "Talking in Writing Groups" (Anne Ruggles Gere); "Reading and Response to Literature: Transactionalizing Instruction" (Stanley B. Straw); "Teacher/Student Talk: The Collaborative Conference" (Muriel Harris); "Talking Life and Literature" (Susan Hynds); "Student Performance of Literature" (Elizabeth C. Fine); "Dramatic Improvisation in the Classroom" (Betty Jane Wagner); "Learning to Listen and Learning to Read" (Sara W. Lundsteen); "Oral Activities in the English Classroom" (Phil Backlund); "Language Diversity and Learning" (Lisa D. Delpit); "Bilingual/ESL Learners Talking in the English Classroom" (Sarah Hudelson); and "The Silent Sounds of Language Variation in the Classroom" (Jerrie Cobb Scott). (MG)

ED 318 105 EA 021 729

Safety Study--Crashworthiness of Large Poststandard Schoolbuses.
National Transportation Safety Board (DOT), Washington, DC.
REPORT NO.- NTSB/SS-87/01; PB-87-917002
PUB DATE- 18 May 87
NOTE- 300p.
AVAILABLE FROM- National Technical Information Service, Springfield, VA 22161.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accident Prevention; Bus Transportation; Elementary Secondary Education; *Equipment Evaluation; *Injuries; *Restraints (Vehicle Safety); *School Buses; *Traffic Accidents; Traffic Safety

This study reports on the crash performance of large poststandard school buses (school buses manufactured after April 1, 1977, and weighing more than 10,000 pounds unloaded) in 43 accidents investigated by the National Transportation Safety Board. The report discusses the Safety Board's findings as to how well the standards are working to protect passengers from injury and whether changes in the standards are needed. The study focuses solely on events during the crash: how well the bus performed; how occupants sustained their injuries, if any; and how serious the injuries were. Each school bus passenger's experience in the crash also was analyzed to determine the difference, if any, lap belt use would have made. The report concludes with recommendations to the National Highway Traffic Safety Administration, school bus body manufacturers, and state directors of pupil transportation. Almost two-thirds of the document is devoted to appendices that provide additional data for the analysis. (Author/MLF)

ED 318 119 EA 021 777

Rockman, Saul; And Others
Powerful and Empowering (But Almost Invisible).

Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 87
NOTE- 39p.; Funding support also provided by the Office of Educational Technology, California Department of Education, through the Educational Technology Local Assistance Program (AB 803).
CONTRACT- 400-86-0009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Decentralization; *Educational Planning; *Educational Technology; Elementary Secondary Education; *Grants; Program Evaluation; *Research Design
IDENTIFIERS- *California; *Empowerment

This research assesses the impact of the AB 803 Adoption/Expansion Program, a grant program that encourages schools to startup or expand their use of educational technology. The report summarizes how various grant programs have been prepared and how funds were applied at schools. The report also identifies factors that enhance or inhibit use of these funds; describes the impact of these grant dollars on schools, teachers, and administrators; and recommends new legislation to improve this grant program's design and implementation. From interviews with teachers and administrators in 35 California schools, researchers concluded that: (1) adoption/expansion grants promoted school-level planning for, and implementation of, educational technology; (2) school-site efforts were designed to meet locally defined needs; (3) small grants resulted in small-scale startup efforts or modest expansions; (4) some schools were able to leverage other fiscal resources; and (5) schools did not adopt model technology programs from other schools. The grant program encouraged decentralized decision-making and increased teacher and administrator control over the design and implementation of programs to incorporate appropriate technology in schools. However, the program's low visibility and the lack of school-collected data continues to limit public awareness of this program and its benefits. Recommendations for further enabling legislation are provided. Appendices illustrating samples and procedures and "stories from the field" are included. (MLH)

ED 318 177 EC 230 582

Supported Employment in Context: NARF's National Scope Supported Employment Survey and Policy Implications.
National Association of Rehabilitation Facilities, Washington, DC.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jun 89
NOTE- 92p.
GRANT- G00874515
AVAILABLE FROM- National Association of Rehabilitation Facilities, P.O. Box 17675, Washington, DC 20041 ($10.00 members; $17.50 nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agencies; Cost Effectiveness; Delivery Systems; *Disabilities; Employment Potential; *Employment Programs; *Job Placement; *Mental Retardation; Models; National Surveys; *Severe Disabilities; *Vocational Rehabilitation; Wages
IDENTIFIERS- *Supported Employment Programs

The report describes first year activities of a National Scope Supported Employment Demonstration Project which included a survey of supported employment providers (N=605) to define approaches used, impediments, and best practices. Among findings were the following: vocational rehabilitation facilities and developmental centers together provided some 81% of the supported employment services; almost 44% of organizations reported serving individuals with severe retardation in supported employment; approximately 77% of organizations reported using the individual placement model; 60% used the mobile work crew model, and 50% used enclaves; average wage reported was $3.34 per hour; 81% of organizations reported that an average of 73% of their supported employees received salaries within the normal range for nonhandicapped employees in the same type of work; the job coach (individual placement) model was reported to be the most cost effective as well as the most difficult to administer; and long-term and uncertain funding were overwhelmingly rated as the major impediments to supported employment. Implications include the need to monitor and analyze cost effectiveness, the need to address more adequately transition from secondary schools; and the need to attend more to quality of life issues. A short glossary, the survey form, and 74 references are included. (DB)

ED 318 206 EC 230 836

Haynie, Marilynn; And Others
Children Assisted by Medical Technology in Educational Settings: Guidelines for Care.

Children's Hospital, Boston, MA.
SPONS. AGENCY- Dyson Foundation, New York, NY.; Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 193p.
GRANT- G0086C3511-88; G0086C3511-88A; MCH928
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Caregivers; *Chronic Illness; Elementary Secondary Education; *Health Services; *Intervention; Medical Services; *Physical Disabilities; *Physical Health; Records (Forms); Respiratory Therapy; Skill Development; *Special Health Problems
IDENTIFIERS- Catheterization (Urinary); Intravenous Therapy; Ostomy Care; Tube Feeding

The guidelines are written to assist school systems in establishing an environment for the safe and well-adapted functioning of children with chronic illness, physically disabling conditions, and medical dependency. The guidelines provide a basic structure for operations and suggested procedures intended to help schools and families as they develop individually customized programs. Section I contains administrative guidelines, outlining procedures for entrance of the child into an educational setting and describing universal precautions regarding safe handling of blood and body fluids, disposal of waste materials, and basic hygiene. Section II includes useful sample documents: a Health Care Plan, an Emergency Plan, a log sheet, and permission forms. Section III contains procedural guidelines for tube feeding, intravenous lines, catheterization, ostomy care, and respiratory care. Section IV contains skills checklists for training direct caregivers on such procedures as gastrostomy feeding, heparin lock flush, tracheostomy care, nasal/oral suctioning, and others. Includes over 100 references. (JDD)

ED 318 235 FL 018 450

Hallman, Clemens L.; Campbell, Anne E.
Coordination of Foreign Language Teacher Training: Teaching Foreign Languages in the Elementary Schools. Final Report.
Florida Univ., Gainesville.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee.
PUB DATE- Nov 89
NOTE- 71p.
GRANT- DOE-G-89031704; DOE-G-89032301
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; Elementary Education; *FLES; Higher Education; Inservice Teacher Education; Institutes (Training Programs); *Language Teachers; Preservice Teacher Education; Second Language Instruction; State Universities; *Summer Programs; *Teacher Education Curriculum
IDENTIFIERS- Florida

The development and results of a program designed to meet the inservice educational needs of teachers of foreign languages in the elementary schools (FLES) and to coordinate with a previously developed preservice program are described. The 2-week summer institute for inservice teachers was designed to correspond in content and emphasis with the 1-semester preservice program; this program was found to be inconvenient to inservice teachers, since many teachers were unable to take university courses during the school year. The program development process consisted of two functional-collaborative meetings of state college and university educators, district and state foreign language supervisors, and FLES teachers; one interactive planning meeting was held. Support materials were selected and developed to help design and teach the summer institutes. These included a pre- and post-test for participants, a textbook, selected readings, videotapes, and videotape support material. The summer institute was offered at a number of state universities in June 1989. Comparison of pre- and post-test scores showed dramatic teacher gains at all institutes. Appended materials include agendas and minutes of the planning meetings, the pre- and post-test and answer key, the videotape support materials, state materials about elementary foreign language programs, the summary of a survey of FLES programs, and an ERIC newsletter on foreign language program development. (MSE)

ED 318 249 FL 018 465

Fischer-Wylie, Shelley M.; Torres, Judith Stern
Losing Entitlement: Does Grade Make a Difference.
PUB DATE- Apr 90
NOTE- 32p.; Paper presented at the Annual Meeting of the American Education Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; Elementary Secondary Education; *English (Second Language); High School Graduates; *Language Proficiency; *Limited English Speaking; Longitudinal Studies; Second Language Instruction; *Time Factors (Learning)
IDENTIFIERS- *Educational Entitlements; Language Assessment Battery; *New York (New York)
A study examined how long it took 23,044 K-12 limited-English-proficient (LEP) students to lose their legally mandated entitlement to bilingual and English-as-a-Second-Language (ESL) classes. All students had been in an English-language school for one year or less as of spring 1982 and all were followed until spring 1986. Three groups roughly corresponding to elementary, middle, and high school grade cohorts were examined. Results show that although most new-entrant LEP students will lose entitlement after 4 years, students in lower grades are more likely to exceed the 20th percentile on the Language Assessment Battery (LAB) and do so more quickly than students in upper grades. At the high school level, nearly two-thirds leave school while still entitled. In light of the results and a recent New York State Education Department recommendation that the entitlement cutoff point be raised to the 40th percentile on the LAB, it is recommended that administrators (1) consider developing accelerated programs or programs articulated with jobs or postsecondary education, for those students still entitled; (2) consider developing programs for students who will score low despite length of service; and (3) monitor academic progress of formerly entitled students and provide services when necessary. (MSE)

ED 318 323 HE 023 379

Whiteley, John M.; Yokota, Norma
The Freshman Year Experience. Character Development in the Freshman Year and over Four Years of Undergraduate Study.
South Carolina Univ., Columbia. Center for the Study of the Freshman Year Experience.
PUB DATE- 88
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Environment; *College Freshmen; College Students; Curriculum; *Developmental Stages; Higher Education; Intervention; *Personality Development; *Student Experience; *Undergraduate Students
IDENTIFIERS- *Sierra Project
The study reviews the impact of the freshman year and 4 years of undergraduate study on the formation of character and its progression from late adolescence to young adulthood. Much of the empirical data used is drawn from the Sierra Project, a study originating in the 1970s that addressed traditional obstacles in higher education in meeting its responsibility for character development through curriculum intervention and longitudinal research. The study's methodology and results are reported. Specific aspects of character development studied include changes in moral maturity, ego development, and principled thinking during the course of undergraduate study. The ways in which the context for promoting personal development can be changed are examined, and the elements of the Sierra Project curriculum considered central in this effort are outlined. Includes 35 references. (MSE)

ED 318 367 HE 023 443

Kellman, Dawn; Skelton, W. Keith
1987 Salaries: Society Membership Survey.
American Inst. of Physics, New York, NY. Education and Employment Statistics Div.
REPORT NO.- ISBN-0-88318-673-X
PUB DATE- 90
NOTE- 77p.
AVAILABLE FROM- Education and Employment Statistics Division, American Institute of Physics, 335 East 45th St., New York, NY 10017 (single copies free, multiple copies on request).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Astronomy; Chemistry; Degrees (Academic); Demography; *Employment; Engineers; Geology; Geophysics; Higher Education; National Surveys; *Physics; *Salaries; *Scientific Personnel; *Scientists; Trend Analysis

Nationwide data are provided on the 1987 salaries of members of each of the American Institute of Physics' 10 member societies. Of the approximately 13,600 society members who were mailed a questionnaire, 61% responded. Data are presented by: degree level, type of employer, gender, salaries for PhDs by geographic location, PhD salaries by employment sector and years from degree or academic rank, Masters-degree and Bachelors-degree salaries by employment sector, salaries by degree level and principal work activity, and PhD salaries by gender. The demographic and employment information concerning the 1,480 responding members of the American Geophysical Union, which became a member society in 1986, is presented in a special section, in order to make the main body of data consistent with previous years. (JDD)

ED 318 396 IR 014 293

Royster, Eugene C.; And Others
Building Capacity for Improvement of Educational Practice: An Evaluation of NIE's State Dissemination Grants Program. Final Report. Volume I.
NTS Research Corp., Durham, N.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 81
NOTE- 231p.; For volumes III-V, see IR 014 294-296; volume II: 1979 State Abstracts is not available. For the 1978 state abstracts, see ED 178 099; for the 1979 interim report, see ED 184 532.
CONTRACT- 400-76-0166
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Improvement; Educational Practices; Elementary Secondary Education; *Federal Programs; *Improvement Programs; *Information Dissemination; Program Evaluation; State Departments of Education
IDENTIFIERS- State Capacity Building Program; *State Dissemination Grants Program
This report is the final evaluation of the State Dissemination Grants Program (SDGP), a major initiative within the mission of the National Institute of Education (NIE) to assist state education agencies in implementing, strengthening, and institutionalizing dissemination services that improve educational practice and equity. The multi-year evaluation was undertaken to determine whether dissemination capacity was being built and to identify factors affecting the building of capacity. Individual chapters describe the history and development of the SDGP; outline the study approach; provide cross-case analyses of five capacity building states; present generic descriptions of state dissemination systems; and review NIE's management of the program. A summary of findings notes that dissemination capacity was being built, and factors affecting the building of capacity are delineated as state factors, program design and management factors, and other structural factors. Policy implications and recommendations are also discussed. (15 figures and 10 tables) (NRP)

ED 318 440 IR 014 347

Instructional Support Academy. TEAMS Summer Academy, 1985-86. Final Report.
Houston Independent School District, Tex.
PUB DATE- 86
NOTE- 141p.; Photographs will reproduce poorly.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Adolescents; Computer Assisted Instruction; Computer Software; *Educational Innovation; *Experimental Teaching; Federal Aid; Junior High Schools; *Minority Groups; Multimedia Instruction; Program Descriptions; *Special Programs; State Programs; Student Attitudes; Teacher Attitudes; Test Wiseness
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 2; Texas Educational Assessment of Minimum Skills

A special 6-week program, designed to increase the scores of low achieving minority eighth-grade students on the ninth grade Texas Education Assessment of Minimum Skills (TEAMS) Test, was implemented in 1986 in the Houston Independent School District as "Summer Academies." The students, who voluntarily enrolled in the program, were primarily those with limited English-speaking proficiency and those with low ability levels who were interested in improving. Funded by an ECIA (Education Consolidation Improvement Act) Chapter 2 Desegregation Assistance Grant, the project capitalized on the talents of enthusiastic teachers, the capabilities of computers, and multimedia curriculum materials. Teachers were given considerable freedom to design daily lessons and activities, enough time to insure that students received the maximum impact from the project, and all necessary materials and hardware. The TEAMS program concentrated on test taking skills, specific subject areas, and improving study skills and study habits. The enthusiasm of teachers was high throughout the program, and the strong dedication and high motivation of the students who attended the program for 5 hours daily, five times a week, was evident. Teachers noted improvement in students' attitudes about learning, increased self-confidence, and benefits derived from the use of a multimedia teaching approach. (18 references) (SD)

ED 318 264 FL 018 517

Melton, Judith M.
Journal-Writing in the Foreign Language Classroom.
PUB DATE- 83
NOTE- 11p.; In: Dimension: Languages 83. Proceedings of the Southern Conference on Language Teaching (19th, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advanced Courses; Classroom Techniques; *Instructional Effectiveness; *Journal Writing; *Literary Criticism; Literature Appreciation; Revision (Written Composition); Second Language Instruction; Second Language Learning; *Writing Processes
Bringing journals into upper-level foreign language classes painlessly involves students in the exploration of the second language and the writing process. The unstructured nature of journal writing allows for a free range of writing exercises that upgrade student language proficiency and help increase their control of grammar, structure, and style. Further, journals are flexible enough that they can be incorporated imaginatively into almost any language course, including literature-based courses, providing students with strong incentives for practicing the second language. At the end of a course of study, students can feel a sense of achievement in the journals, concrete souvenirs of passage through the stages of language learning. (MSE)

ED 318 090 EA 021 691

Youth Placed At-Risk: A Statement of Policy and Recommended Action for Educating Children and Youth Placed At-Risk.
New York State Education Dept., Albany.
PUB DATE- Jul 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Equity (Finance); *Educational Policy; Elementary Secondary Education; *Equal Education; *High Risk Students; *State Boards of Education; *Student Needs
IDENTIFIERS- *New York

In July, 1989, the New York State Board of Regents approved this policy paper, with recommended actions to be accomplished during the next 5 years for the following policies: (1) existing resources will be better coordinated and used for at-risk youth; (2) at least 50 percent of any new state resources for elementary and secondary education will be used to help schools meet these students' needs; (3) educational programs, services, and staff must respect and represent the cultural, racial, social, economic, and language background of the students served; and (4) schools, school districts, students, and the state education department will be held accountable for the achievement of at-risk youth. The Regents will pursue the recommended actions through their legislative program, their State Aid to the Schools proposal, and state operating and local assistance funds. While this policy paper cannot resolve all issues affecting at-risk individuals, it is intended to address the needs of a majority of these youth. All students shall complete a quality secondary school program and successfully assume roles as self-sufficient adults in society. No performance gap attibutable to the instructional program should exist between any socioeconomic or racial subgroups. Equity and excellence must guide New York State's school mission for all pupils. Rather than emphasize remedial programs, recommendations attempt to address students' developmental needs and focus on early childhood programs, alternative high school completion approaches, and effective procedures for identifying and assessing at-risk students. (MLH)

ED 318 147 EC 230 099

Hoover, John H.; Reetz, Linda J.
Characteristics of Secondary LD Students: Instructional Module. (An Instructional Module for Preservice or Inservice Training of Regular Secondary Educators).
South Dakota Univ., Vermillion.
PUB DATE- Dec 89
NOTE- 56p.; Prepared through a Bush Faculty Development Grant. For related documents, see EC 230 098-100. A 100-point multiple choice test bank that accompanies this instructional module is available from the Univesity of South Dakota, Vermillion, SD 57069.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Definitions; Eligibility; Federal Legislation; *Handicap Identification; Higher Education; *Learning Disabilities; Learning Strategies; Mainstreaming; Memory; Methods Courses; Secondary Education; *Student Characteristics; Teacher Education; Testing Problems
IDENTIFIERS- *Ability Achievement Discrepancy
Intended for use in college-level secondary-education methods courses, the module contains text, an annotated bibliography, and overhead masters. The first section explains the federal definition of learning disabilities (LD), noting the difficulty of measuring many of the characteristics identified in the definition and the resulting increasing use of formulas to determine a discrepancy between ability and achievement. The next section lists "traditional" characteristics of learning disabilities and dyslexia, citing a variety of authors. In the third section, cognitive characteristics of learning disabled students particularly important at the secondary school level are identified and discussed, with emphasis on LD students' poor learning and memory strategies. Also noted are specific skill deficits in reading, handwriting, spelling, written production, mathematics, and social behavior and characteristics. Controversies are identified noting that there is considerable overlap between low achieving students labeled LD and low-achieving student not so labeled. Also provided are 23 references, a 26-item bibliography with abstracts, and 13 overhead masters. (DB)

ED 318 221 FL 018 251

Otten, Anna
Use of Radio Plays and Video Tapes in Intermediate French and German Classes.
PUB DATE- 88
NOTE- 5p.; In: Perspectives in Foreign Language Teaching. Proceedings of the Annual Conference on the Teaching of Foreign Languages and Literatures (12th, Youngstown, OH, October 21-22, 1988); see FL 018 244.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiotape Recordings; Classroom Techniques; *Cultural Education; *French; *German; Instructional Effectiveness; Instructional Materials; *Radio; Second Language Instruction; Student Motivation; *Videotape Recordings

Students' motivation for studying French and German can be increased by exposure to the foreign culture and society through audio and video cassettes. Preparation is similar for both kinds of recording, except that with the video aspect absent from audio tapes, students must use their own imaginations to visualize the action. When students are interested in what they hear, they work harder to build necessary vocabulary. As a result, students' listening, speaking, and reading skills develop faster than if they were exposed only to written language. At the intermediate level, much preparation is necessary for audio or video cassette use. First, copyright permission is needed. A vocabulary list and notes must then be made; some tapes have accompanying transcripts or texts. An audio tape read slowly in one- or two-word segments for repetition practice must be made and put on reserve for student use. Students then practice repeating longer segments of the original recording, and finally hear the entire recording. In the case of video recordings, students then see the whole video cassette. Discussion follows. Experience shows that students enjoy and are motivated by the recordings. Active discussions occur in and out of class. For less verbal students, activities to stimulate participation can be found. (MSE)

ED 318 293 FL 800 105

Reyes, Andy F.
Workplace ESL Teachers Manual.
Southeastern Massachusetts Univ., North Dartmouth. Arnold M. Dubin Labor Education Center.
PUB DATE- 89
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Check Lists; Class Activities; *Classroom Techniques; Dialogs (Language); *Educational Environment; *English (Second Language); Games; Grammar; Lesson Plans; *Literacy Education; Notional Functional Syllabi; Role Playing; Second Language Instruction; Self Evaluation (Individuals); Teacher Evaluation; *Teacher Student Relationship; Teaching Guides; Teaching Methods
IDENTIFIERS- Total Physical Response; *Workplace Literacy
The manual is intended for teachers in workplace English-as-a-Second-Language (ESL) programs, and contains ideas and techniques that both experienced and less experienced teachers in a wide variety of workplace ESL classes might find helpful. Sections address the following topics: (1) helpful hints for creating a successful educational environment and experience; (2) the realities of the workplace ESL teaching situation; (3) guiding principles for working with low-level literate or non-literate students; (4) innovative approaches to second language teaching, including the Total Physical Response method, jazz chants, dialogues and role plays, and the functional/notional approach; (5) ice-breakers, including a strip story, tongue twisters, and a cloze exercise; and (6) appropriate grammar lessons in ESL literacy instruction at two levels beginner to low intermediate and high intermediate to advanced. A teacher self-observation checklist and a brief list of suggested readings on workplace ESL instruction conclude the manual. (MSE) (Adjunct ERIC Clearinghous on Literacy Education)

ED 318 308 HE 023 296

MacDougall, Mary Ann; Corcoran, Miriam D.
The Anxiety of Chinese Students.
PUB DATE- Oct 89
NOTE- 21p.; Paper presented at the Annual Meeting of the American Evaluation Association Meeting (San Francisco, CA, October 19-21, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Anxiety; Cross Cultural Studies; *Cultural Differences; *Foreign Students; Higher Education; Sex Differences; *Student Characteristics; *Test Anxiety
IDENTIFIERS- *Taiwan; *Trait Anxiety
In order to better understand and counsel Chinese students in the United States, the trait anxiety and test anxiety of 67 Chinese graduate students in education attending two universities in Taiwan were measured. Normative assessments for the total group showed that the sample fell within the normal range of U.S. students as defined in Test Manuals. T-test analyses yielded no statistically significant differences on scales or subscales between male and female subjects. Rankings of Trait Anxiety and Test Anxiety items found the item, "I feel confident and relaxed while taking a test", rated highest and the item, "During exams I get so nervous that I forget facts I really know," rated the lowest. Results underscored the importance that cross cultural studies have in effectively counseling and understanding foreign students in the United States. A Chinese translation of the questionnaire is appended. Contains 21 references. (DB)

ED 318 353 HE 023 429

Student Financial Aid Administration in Public Community Colleges and Universities; Report and Recommendations of the Postsecondary Education Planning Commission.
Florida State Postsecondary Education Planning Commission, Tallahassee.
REPORT NO.- 1
PUB DATE- 90
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Program Administration; *State Colleges; State Government; State Surveys; *Student Financial Aid; *Student Personnel Services
IDENTIFIERS- *Florida

This report analyzes the administration of student financial aid programs in Florida's state universities and community colleges. The analysis was conducted by reviewing documents, receiving public testimony, conferring with state-level agencies and institutions, surveying directors of financial aid offices, and surveying students. An introductory chapter presents the legislative charge leading to the report and historical perspectives on Florida student financial aid. A chapter on state-level coordination of financial aid describes the work of the state Office of Student Financial Aid, Board of Regents, State Board of Community Colleges, Florida Council of Student Financial Aid Advisors, and Bureau for Career Development Services. A discussion of factors influencing financial aid administration focuses on sources and types of financial aid, student characteristics, institutional characteristics, and financial aid staff. A chapter on financial aid administration covers organizational structure and personnel, staff training, staff salary and compensation levels, automation of financial aid services, funding, and service to students. Twenty-two recommendations are presented concerning the role of state-level offices in the administration of student financial aid, institutional financial aid office staff, program administrative concerns, automation of financial aid offices, and service to students. Survey results are appended and 12 references are attached. (JDD)

ED 318 338 HE 023 411

Summary Report on Institutional Effectiveness. Annual Report .
South Carolina Commission on Higher Education, Columbia.
PUB DATE- Jan 90
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Freshmen; College Graduates; Higher Education; Licensing Examinations (Professions); Prerequisites; *Program Effectiveness; Program Evaluation; Required Courses; *Self Evaluation (Groups); *State Colleges; State Universities
IDENTIFIERS- *South Carolina

This is the first annual report documenting the results of the assessment of academic and administrative operations of South Carolina's 33 public colleges and universities. The report summarizes progress made by the institutions during the 1988-89 academic year, focusing on: performance of professional program graduates on licensing and certification examinations, reports of program changes that have occurred as a result of external program evaluations, and success of entering students in meeting college or university admissions prerequisites. Data concerning these three

assessment areas are reported separately for each institution in summaries of one to three pages. (JDD)

ED 318 381 HE 023 476

Felicetti, Daniel A.
Role of the Academic Vice President in Fund-Raising.
PUB DATE- 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Deans; *Administrator Role; College Administration; College Planning; *Fund Raising; Higher Education; Institutional Advancement

This study explores higher education's failure to incorporate the role of the Academic Vice President (AVP) into campus fund-raising efforts. A literature review found that the Academic Vice President/Provost was rarely mentioned by position as having an instrumental role in fund-raising activities. In a survey of 32 fund-raising consulting firm leaders, respondents agreed that relatively little explicit attention is paid in development literature to the role of Academic Vice Presidents/Provosts on university campuses. Explanations were volunteered for this situation. A survey of 27 chief academic officers of Jesuit higher education institutions found that only one-fifth of the respondents described AVPs as playing a major role in fund-raising. Reasons for AVPs' lack of involvement in fund-raising are outlined. Ways of integrating this position into an institutional team approach are offered. These include clarifying the role of the AVP in fund-raising, conducting periodically scheduled planning meetings with other key players to build necessary bridges, and expanding the AVP's role in energizing the internal "grass roots" base of capital campaigns. (JDD)

ED 318 412 IR 014 316

Muller, Jurgen
Implications of 1992 for European Telecommunications.
PUB DATE- Oct 89
NOTE- 18p.; Paper presented at the Annual Telecommunications Policy Research Conference (17th, Airlie House, Warrenton, VA, October 1-3, 1989). For other papers of this conference, see IR 014 305-322. Tables contain filled/broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Electronic Equipment; *Equipment Standards; Foreign Countries; International Organizations; Marketing; *Policy Formation; *Telecommunications; Telephone Communications Industry; *Telephone Communications Systems

IDENTIFIERS- Europe; *European Economic Commission
This paper analyzes the effect of the unified single market of 1992 on European telecommunications. The major policy aspects of the European Economic Commission's Green Paper on "The Development of the Common Market for Telecommunications Services and Equipment" are highlighted, and the effects of these policies in the equipment market are discussed. The impact of improving the performance of the market for telecommunications equipment is described, and significant structural changes already taking place in the various European national markets on both the equipment side and the service side are outlined. Three tables are included. (GL)

ED 318 426 IR 014 330

Bates, A. W.; Prescott, William
Language Teaching, Distance Education and the New IET Papers on Boradcasting No. 290.
PUB DATE- 88
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; *Distance Education; *Educational Media; *Evaluation Criteria; Foreign Countries; Higher Education; Intermode Differences; Programing (Broadcast); *Second Language Instruction

IDENTIFIERS- *Open University (Great Britain)
This paper begins with background on the objectives, courses, and students of the British Open University. The aims and structure of a proposed modern language program are then outlined, and plans for using print, television/video, radio/audiocassette, and software learning materials are briefly described. A summary of some experiences of broadcasting organizations in using media to teach languages at a distance is presented, and it is concluded that other means need to be developed for distance learning. The paper concludes by discussing the problem of choice among a range of media or modes of presentation--text, audio, television, computers, and people--placing the question within the framework of six criteria: access, costs, teaching functions, interaction and control, organizational issues, and novelty, each one of which is examined in detail. (MES)

ED 318 050 CS 507 117

Rendahl, Stephen
Media Access and the Radical Right: Public Access to "Race and Reason."
PUB DATE- Apr 90
NOTE- 23p.; Paper presented at the Annual Meeting of the Central States Communication Association (Detroit, MI, April 5-8, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Audience Awareness; *Cable Television; Case Studies; Media Research; Political Issues; *Racial Bias
IDENTIFIERS- Media Coverage; *Public Access Television; Radical Movements; *Television Access; *White Supremacy
Tom Metzger and his white supremacist movement, the White Aryan Resistance, attempt to build support with working class whites and youth to create white working class solidarity and racial separation. Metzger uses videotapes as one of the methods of bringing his racist and conspiratorial message to his audience. One such vehicle is "Race and Reason," his long-running show (created specifically to be shown on public access cable channels) dedicated to the purity of the White race. Metzger claims that a conspiracy controls the media, that he is denied access to the media, and that access to the media equals control of the listeners. This "repression" then is used to justify the movement's small following, to solidify support, and to justify violence. In Kansas City (Missouri), an application to place "Race and Reason" on the public access channel was met with considerable and protracted controversy and back-and-forth maneuvering, both in and out of the courts. (Fourteen references are attached.) (SR)

ED 318 106 EA 021 736

Adkins, Donna
Neighbors in Reform: A Comparison and Contrast of Kentucky and West Virginia School Reform.
PUB DATE- Nov 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Educational Change; *Educational Finance; Educational Improvement; Elementary Secondary Education; Public Schools; Systems Development
IDENTIFIERS- *Kentucky; *West Virginia
Within the last decade, the neighboring states of Kentucky and West Virginia have realized the need for--and have acted upon--school reform measures in their educational systems. This document compares and contrasts the two states' efforts to restructure their school systems. Both Kentucky and West Virginia initiated their respective reform movements as the result of legal action. Additionally, both states' supreme courts declared the conditions of their school operations unconstitutional; thus Kentucky and West Virginia each began the laborious process of educational reform. In West Virginia, school restructuring began in 1979 as the result of the "Pauley versus Kelly" case, but educational reform did not begin in Kentucky until 1985 after the "Rose versus the Council for Better Education" suit. Inquiries have revealed that unequal distributions of resources for education based on uneven property tax assessments and rates caused each state's statewide educational inequalities. Additionally, both states have used the "top-down" method of educational reform. The Kentucky and the West Virginia school restructuring processes have differed in the roles of each states' governor, the influence of individual judges, and financial support. (20 references) (KM)

ED 318 120 EA 021 778

Mitchell, Douglas E.
Labor Relations in California As Seen by Members of the Association of California School Administrators: A Survey Conducted by the Far West Laboratory.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 87
NOTE- 80p.
CONTRACT- 400-86-009
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Collective Bargaining; Cooperation; Elementary Secondary Education; *Labor Relations; *Surveys; *Teacher Administrator Relationship; *Unions
IDENTIFIERS- *California
In May 1985, the Representative Assembly of the Association of California School Administrators (ACSA) adopted a resolution calling for a comprehensive review of labor relations among teachers, school boards, and school management. The Far West Laboratory was engaged to design a survey of ACSA members. A questionnaire was designed and circulated to a 25 percent random sample of active ACSA members (3,105 administrators) in November 1986. The usable response rate was 1,275, or 10.3 percent of the active ACSA membership. The questionnaire consisted of 97 questions covering 11 areas of labor relations practice, experience, and opinion. The data demonstrate that administrators are broadly experienced with the basic elements of labor relations: proposal development, negotiations, contract administration, and grievance resolution. However, considerable confusion was found concerning the "confidential employee" concept and the identity of the chief management spokesperson in teacher negotiations. Many administrators disclosed knowledge gaps regarding negotiations history and contract content. Administrators seemed less troubled than expected by collective bargaining. Although unenthusiastic about collective bargaining's contribution to education, administrators do feel that cooperation is possible and that teacher organizations could provide significant leadership in schools. Further examination of interrelationships among responses, such as the "trust syndrome" covered in this report, is recommended. Two appendices contain the survey instrument and data tables. (MLH)

ED 318 133 EA 021 884

Bielefeldt, Talbot
Classroom Discipline. Research Roundup.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 89
NOTE- 6p.
CONTRACT- OERI-R-86-0003
AVAILABLE FROM- Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.00 prepaid; quantity discounts).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Annotated Bibliographies; *Classroom Environment; Classroom Research; *Classroom Techniques; *Discipline; Elementary Secondary Education; Instructional Effectiveness; Research and Development; Research Utilization; *Teacher Effectiveness; Theory Practice Relationship

Recent research in classroom discipline tends to show that discipline is a by-product of effective instruction and classroom management. The five publications reviewed in this annotated bibliography explore aspects of the complex classroom environment that relate to student discipline. Walter Doyle's chapter on "Classroom Organization and Management" in the third edition of the "Handbook of Research on Teaching" synthesizes the relationship among management, student engagement, and discipline. An Oregon School Study Council Bulletin, "The Challenge of Classroom Discipline," focuses on common principles of classroom discipline and urges educators to use and disseminate the available base of proven techniques. Jere Brophy and Mary Rohrkemper investigate teachers' strategies for dealing with the hostile-aggressive student. Timothy Turco and Stephen Elliott look at discipline from the other side, surveying students to discover what kinds of interventions are most acceptable to children. Finally, in "The Intern Teacher Casebook," details of early classroom conflicts are recorded by teachers in training along with commentary by outside observers. (MLF)

ED 318 163 EC 230 565

Harnisch, Delwyn L.; Fisher, Adrian T.
Digest on Youth in Transition. Volume 2.
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 200p.; For Volume 1, see ED 279 118.
CONTRACT- 300-85-0160
LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Disabilities; *Education Work Relationship; Elementary Secondary Education; *Employment; Incidence; *Independent Living; Longitudinal Studies; *Outcomes of Education; Preschool Education; *Transitional Programs

This publication is the second annual description of data examining the educational, employment, and independent living outcomes attained by youth with handicaps as they exit school and enter the work force. The publication contains tables and figures presenting data on the percentages of youth served by handicapping condition at the state level for four age cohorts (3-5, 6-11, 12-17, and 18-21). In addition, the "High School and Beyond" (HSB) database is used to portray comparisons of independent living and employment rates for youth with and without handicaps, and to depict differences among six specific handicapping condition groups. An introduction to the secondary analysis of extant data sources is provided. The development of a district-based longitudinal study of special education graduates is outlined, focusing on what students do after leaving school, the types of jobs they obtain, and parts of the special education program contributing to their successful transition. The development and analysis of a set of independent living scales is also described, based on the HSB database, and the relationships of independent living with employment, educational outcomes, and demographic factors are determined. References accompany each chapter. Appendices contain supporting data and details concerning the research methodology. (JDD)

ED 318 192 EC 230 597

Cicirello, Nancy; And Others
The Therapist's Role in Adapted Physical Education. TIES: Therapy in Educational Settings.

Oregon Health Sciences Univ., Portland. Child Development and Rehabilitation Center.; Oregon State Dept. of Education, Salem. Regional Services for Students with Orthopedic Impairments.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- May 89
NOTE- 51p.
GRANT- G008630055
AVAILABLE FROM- Child Development and Rehabilitation Center Publications, Oregon Health Sciences University, P.O. Box 574, Portland, OR, 97207 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adapted Physical Education; Athletics; Elementary Secondary Education; Interprofessional Relationship; Lesson Plans; *Occupational Therapy; Physical Activities; *Physical Disabilities; *Physical Therapy; *Staff Role; *Therapists
IDENTIFIERS- Oregon

The manual's purpose is to acquaint physical and occupational therapists with the goals and practices of adapted physical education (PE). The manual delineates the essential difference between therapy and adapted PE in terms of their differing goals for students and separate training and certification of practitioners. The manual then offers a variety of suggestions for working with teachers to alter equipment, rules, time limits, positions, and size of teams and playing areas so that students with disabilities will have PE experiences that are meaningful and beneficial. A section on modifying PE activities encourages therapists and teachers to involve students in making changes, consider long-range needs, and reward students for their "personal best" performance. Factors to consider for specific handicapping conditions are noted. Lesson plans are offered for jumping, kicking, visual tracking, catching, and throwing. Organized sports opportunities are described, focusing primarily on Oregon resources. Appendices include a list of 14 references; a roster of area directors of Oregon Special Olympics; a list of resources including organizations, written materials, and videotapes; and an article reprint of "Physical Education Activities for Children with Severe Cerebral Palsy" by Sue Miller and Ken Schaumberg. (JDD)

ED 318 207 EC 230 837

Dickens, Margie Newlin; Cornell, Dewey G.
Parental Influences on the Mathematics Self-Concept of High-Achieving Adolescent Girls. AEL Minigrant Report No. 20.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 90
NOTE- 20p.
CONTRACT- 400-86-0001
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academically Gifted; Adolescents; Expectation; *Females; Identification (Psychology); *Mathematics Skills; Parent Attitudes; Parent Child Relationship; *Parent Influence; Secondary Education; *Self Concept; Self Evaluation (Individuals)

The study examined parental influence on the math self-concept of 165 high-achieving adolescent girls. The research assessed the impact of parent attitudes about their own math abilities, parent expectations for their daughters, and degree of parent-child identification on the girls' own math self-concepts. A series of path analyses revealed that parent expectations have a significant impact on adolescent girls' beliefs about their own mathematical ability, regardless of parent-child identification. Parent math self-concept has little direct effect on daughter math self-concept, although it has a modest effect on parent expectations for daughters. Includes 17 references. (Author/JDD)

ED 318 265 FL 018 518

Hill, David P.
Spanish Intensive Courses: The South Carolina Experience.
PUB DATE- 83
NOTE- 9p.; In: Dimension: Languages 83. Proceedings of the Southern Conference on Language Teaching (19th, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Articulation (Education); *Competency Based Education; Course Organization; Higher Education; *Intensive Language Courses; Program Descriptions; Program Development; Program Effectiveness; Second Language Instruction; *Spanish; Student Attitudes; Student Evaluation; *Student Motivation; *Team Teaching
IDENTIFIERS- *University of South Carolina
The Spanish Intensive Courses sequence at the University of South Carolina, first offered in fall 1982, has become well received and highly visible in the university. The sequence has grown to three courses in fall 1983, all exceeding minimum enrollment requirements despite selective admission criteria. The success of the sequence has inspired the planning of German and French intensive sequences. The source of success appears to be proficiency-based instruction. The program originated from the desire for language testing reflecting student language ability more accurately than traditional grade and course-completion records. The initial 1-semester, team-taught Spanish course was designed to address this need. Upon approval, the course was publicized widely. General course structure and the division of responsibilities in the team teaching is important to the success of these courses. Each course has four instructors: one senior and one junior faculty member and two native-speaking graduate assistants. The first course awards seven credit hours, which fulfills the college's language requirements. Two subsequent courses award six hours each. Materials include a traditional grammar book and workbook and a local Spanish-language newspaper. Language-related activities outside class provide speaking opportunities. The program has reversed a department enrollment decline and improved department status. Followup courses are needed. Additional program development is foreseen. (MSE)

ED 318 279 FL 800 045

Reder, Stephen M.; And Others
Expanding the Culture of Literacy.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- 20 Sep 85
NOTE- 14p.; Prepared for "The American Ticket," KCET, Los Angeles, CA.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Literacy; *Coping; *Cultural Context; *Educational Attitudes; Educational History; Educational Needs; *Illiteracy; Immigrants; Individual Differences; *Literacy; Outreach Programs; Religion

To properly assess the problem of adult literacy in the United States and to develop successful intervention programs, it is critical to view literacy not just as a technical proficiency but as a culturally shaped set of practices engaged in by individuals and groups, literate and illiterate. A successful literacy campaign must incorporate outreach and training strategies reaching into communities of illiterate individuals and meeting their daily needs. Historically, the cultural patterning of literacy practices has been extremely diverse. Immigrants have brought their diverse practices to a highly literacy-oriented culture. It is important to distinguish among three dimensions of literacy practices (technical skills, functional knowledge, and social meaning) to develop adult education programs that build on existing skills and knowledge and that enhance or create positive attitudes toward learning the technical skills. Individual differences in attitudes toward social meanings of literacy can profoundly influence individual choices concerning literacy learning and use. Educational planning and intervention should consider not only technical reading and writing skill levels but also the functions of literacy in a community. By integrating the coping strategies of non-literate individuals, taking account of attitudes, and exploiting literacy assistance networks, literacy training can be made more effective and more widely accessible. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 324 HE 023 380

Knefelkamp, L. Lee
"Ethics Shock."
PUB DATE- Feb 90
NOTE- 4p.
AVAILABLE FROM- American Association for Higher Education, One Dupont Circle, Suite 600, Washington, D.C. 20036 ($3.50 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Journal Articles (080)
DESCRIPTORS- Athletes; *Athletic Coaches; Book Reviews; *Change Strategies; *College Athletics; College Role; Educational Change; Educational Policy; *Ethics; Higher Education; Intercollegiate Cooperation; Sex Discrimination; Student Responsibility; *Teacher Responsibility; Teacher Role
IDENTIFIERS- Never Too Young to Die; Paterno by the Book; Personal Fouls; Rules of the Game

Four books focusing on ethical issues in collegiate sports are reviewed: "Paterno by the Book," "Personal Fouls," "Never Too Young to Die: The Death of Len Bias," and "Rules of the Game: Ethics in College Sport." The themes of academic standards, student responsibility, the coach's role and responsibilities, the need for reform in college athletics programs, sex discrimination, and racism are discussed briefly, and the extent to which the books address those problems is examined. Requirements for reform are outlined, including administrative insistence on ethical conduct in the athletic programs, board willingness to remove administrators and athletic directors who do not provide ethical oversight, acceptance of responsibility by all parts of the academic community, and facing racism and sexism and all their manifestations in college sports. (MSE)

ED 318 368 HE 023 444

Lincoln, Yvonna S.
Advancing a Critical Agenda in Higher Education.
PUB DATE- Nov 89

NOTE- 43p.; Paper prepared for the Symposium, "Culture and Ideology in Higher Education: Advancing a Critical Agenda for the Study of Higher Education," Association for the Study of Higher Education Annual Meeting (Atlanta, GA, November 2-5, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Admission Criteria; Content Analysis; *Critical Theory; *Critical Thinking; *Higher Education; Leadership; *Research Problems; *Social Science Research; Theory Practice Relationship; Values
IDENTIFIERS- *Constructivism
A content analysis of the literature on leadership in colleges and universities and on selection, retention, and attrition of college students, especially minority students, was conducted. It is concluded that elegant questions about the structures and processes of higher education have been asked and answered, but provide little guidance in decision-making and little practical help in administration, leadership, or pedagogy. The philosophical position of critical social science suggests a whole range of questions which cannot be explored well within the bounds of conventional science, but which can be both asked and examined well utilizing critical theory. Considered are such issues as how the role of values directs and guides higher education research, what the role of moral discourse is in university life, and what the implications are when the university is considered as a moral entity. Contains approximately 175 references. (JDD)

ED 318 441 IR 014 348

Smith, Richard Alan; Sassi, Anthony
School of the Future Handbook. A Guide for Technology Implementation. F. M. Black Middle School.
Houston Independent School District, Tex.
PUB DATE- 88
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrative Policy; Computer Software; *Computer Uses in Education; *Instructional Innovation; Junior High Schools; *Microcomputers; Models; Program Descriptions; Program Evaluation; Student Attitudes; Teacher Attitudes; Technological Advancement
IDENTIFIERS- *Apple School of the Future; Texas
In 1985, Apple Computer, Inc., and the Houston Independent School District began a project to create a model School of the Future at the F. M. Black Middle School. As described in this guide, the project was designed to demonstrate how microcomputers and related technology can make the process of instruction more efficient and effective. The purpose of this document is to share what was learned from the School of the Future project with teachers and administrators from other school districts considering implementing similar projects. The information in the guide was compiled from more than 2 years of notes and experiences. The chapters represent some of the model steps for implementing technology-based instruction into a model school site. Individual chapters address the following: (1) planning the project; (2) selecting personnel; (3) training the staff; (4) orienting the staff; (5) providing equity; (6) involving the community; (7) preparing the building for technology; (8) automating the school office; (9) computing the school's schedule; (10) creating instructional materials; and (11) managing instruction. A concluding statement notes that research on the attitudes of the teachers, students, and parents indicated that the program had a positive effect on the school. (SD)

ED 318 063 CS 507 134

Skow, Lisa; And Others
World View: The Second Hidden Dimension.
PUB DATE- Feb 90
NOTE- 37p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Sacramento, CA, February 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)
DESCRIPTORS- *Abstract Reasoning; Communication Research; *Cross Cultural Studies; *Cultural Differences; *Decision Making; Foreign Countries; *Intercultural Communication; Non Western Civilization
IDENTIFIERS- Negotiators; *World View
Proposing that world view is a dimension of culture which lies below the surface of human behavior at the level of the subconscious, this paper argues that this often ignored dimension of culture profoundly influences human communication. The paper is divided into two sections. First, world view is defined and its importance in explaining how communication operates is described from multiple perspectives. Second, as a way of demonstrating the specific influence of world view, the paper shows how it helps clarify the negotiation styles employed by various cultures. The paper then focuses on linking world view with how cultures make decisions, choose negotiators, and use abstract or concrete reasoning. Thirty references are attached. (Author/SR)

ED 318 250 FL 018 466

Tyhurst, James J.
A Semantic Characterization of Referentially Dependent Noun Phrases.
PUB DATE- Dec 89
NOTE- 13p.; Paper presented at the Annual Meeting of the Linguistic Society of America (Washington, DC, December 27-30, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Language Research; Linguistic Theory; Models; *Nouns; *Phrase Structure; Pronouns; *Semantics; *Sentence Structure
IDENTIFIERS- *Referents (Linguistics)
Many syntactic and semantic studies have focused on the distribution of closed-class lexical noun phrases (NPs) such as "her, herself, and each other." Recent work has demonstrated that many other NPs are also referentially dependent. A model-theoretic semantic analysis of a number of such referentially dependent NPs is presented. These NPs are interpreted as functions that map two-place relations onto predicates that are true or false of sets of individuals. The analysis allows NPs to be classified according to their degree of dependency as specified by four semantic conditions on higher-order functions. Furthermore, distinctions made by these semantic conditions correlate with differences in syntactic distribution. It is also shown that properties associated with bound variable pronouns generalize to the full class of referentially dependent NPs. For example, referentially dependent NPs do not have a bound reading in weak crossover contexts. However, unlike pronouns, these higher-order NPs appear to discriminate between crossover environments at surface structure and logical form. (MSE)

ED 318 077 EA 021 073

Richards, William H.; Robinson, Mary E.
An Examination of Maine's New Certification Support System As It Relates to Administrator Perceptions of Their Effectiveness.
PUB DATE- Apr 89
NOTE- 37p.; Paper presented at the Annual Meeting of the New England Educational Research Organization (Portsmouth, NH, March 26-28, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Education; *Administrator Effectiveness; *Certification; Elementary Secondary Education; *Management Development; *Mentors; Needs Assessment; *Pilot Projects; Professional Development; Social Support Groups
IDENTIFIERS- *Maine
Maine's 1985 Administrator Certification Law crafted new preservice, induction, and professional development expectations keyed to 12 competency areas. Between 1986-1988, three pilot sites were established to assess the efficacy of the competencies and test a new procedure linking renewal to an administrator support system based on three interrelated components (needs assessment, action plan, and mentoring). Maine's conceptual framework for creating the 12 generic competencies is supported by the leadership literature. The state's administrator support system is a collegial assistance model resembling research-based mentor programs for new administrators. This study examines how the support system and its three components influenced administrators' perceptions of their effectiveness in each of the 12 competency areas. The sample consisted of 30 practicing administrators who had participated in 2 of the 3 pilot projects. Since only 16 administrators successfully completed and returned the questionnaire, study results are inconclusive. Most mean scores regressed toward the moderate effect range. The three treatment variables (components) appear to have the highest impact on administrators' perceptions of their

effectiveness in supervision and evaluation. Attachments include a sample questionnaire (Appendix A) and various data tables (Appendix B). (11 references) (MLH)

ED 318 148 EC 230 100

Reetz, Linda J.; Hoover, John H.
LD Curriculum Models: Instructional Module. (An Instructional Module for Preservice or Inservice Training of Regular Secondary Educators).
South Dakota Univ., Vermillion.
PUB DATE- Dec 89
NOTE- 60p.; Prepared through a Bush Faculty Development Grant. For related documents, see EC 230 098-099. A 100-point multiple choice test bank that accompanies this instructional module is available from the University of South Dakota, Vermillion, SD 57069.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Curriculum Development; Higher Education; Instructional Effectiveness; Instructional Materials; *Learning Disabilities; Learning Strategies; Mainstreaming; Media Adaptation; Methods Courses; *Models; Regular and Special Education Relationship; *Remedial Instruction; Secondary Education; Teacher Education; *Theories; Tutorial Programs; Work Study Programs
Intended for use in college-level secondary education methods courses, the module describes various curriculum models for teaching learning disabled students by means of lecture notes (in text form), an annotated bibliography, and overhead masters. The introduction identifies the five models considered: (1) basic skills training, (2) tutorial, (3) functional skills training, (4) work study, and (5) strategies training. Each model is presented in terms of a description, a rationale, effectiveness information, and implications for secondary teachers. Following the model discussions, curriculum material modifications (e.g., combining standard text with other multisensory instructional materials) are considered. Finally, the regular education/special education initiative is discussed with emphasis on its impact on regular secondary-level teachers. Also provided are 14 references and 13 overhead masters. An additional annotated bibliography includes 28

references with abstracts. (DB)

ED 318 178 EC 230 583

Murphy, Linda; Della Corte, Suzanne
School-Related Stress and the Special Child.
PUB DATE- Feb 90
NOTE- 9p.
AVAILABLE FROM- Lindell Press, Inc., P.O. Box 462, South Salem, NY 10590 ($20.00 per year, $3.75 per issue).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- *Child Rearing; Coping; *Disabilities; Elementary Secondary Education; Emotional Problems; *Parent Child Relationship; *Stress Management; *Stress Variables

The role of school-related stress in the life of the disabled child is examined, and parents and teachers are given suggestions to reduce stress and help the child cope. Stress is defined as the emotional and physical reaction to the pressures that society places upon the child to conform and live up to expectations. Among sources of stress are unrealistic parental expectations, making friends, and adapting to change. The signs of stress include withdrawal reaction, regression reaction, displacement reaction, fears and phobias, physical illness, and attention-seeking reactions. Parents can reduce or prevent stress by organizing the household; organizing the child's daily activities; helping the child build friendships; teaching the child to label or express feelings; and making sure the child has the right diet, adequate amounts of sleep, exercise, and adequate health care. "Do's" and "Don'ts" for parents include anticipating potentially stressful experiences, not assuming everyone else is the wrongdoer, and being consistent with household rules. Teachers are encouraged to provide daily opportunities for success, develop peer tutor programs, and design innovative homework assignments. Also offered are suggestions for dealing with teacher stress in such areas as paperwork, peer support, and salary. (DB)

ED 318 222 FL 018 252

Marshall, Grover E.
Diagnostic Testing: One Faculty's Experience.
PUB DATE- 88
NOTE- 9p.; In: Perspectives in Foreign Language Teaching. Proceedings of the Annual Conference on the Teaching of Foreign Languages and Literatures (12th, Youngstown, OH, October 21-22, 1988); see FL 018 244.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Diagnostic Tests; *French; Higher Education; Second Language Instruction; *Student Placement; Testing
When student placement in French classes by achievement test scores and number of years of previous study became unreliable, the faculty of a university constructed a placement test of grammar and vocabulary for four intermediate courses. The test has been revised twice, with oral comprehension and reading items added, other items subtracted, and a section on student background inserted. The background questions yielded surprising results, revealing that most students had more than 2 years of previous language training. Half of those students registering for the intermediate course had had the prerequisite years of study but were often still underprepared. Most students were not taking the courses to fulfill requirements but because they expected to enjoy them, and expected to take more than one. Test administration before and after the semester provided valuable information on student progress, with achievement level at the end of some courses matching exactly the entry level needed for the next course, causing concern about teaching "to the test." Addition of oral and reading comprehension items apparently did not contribute to the test's predictive ability, however. Analysis of eight items shows the potential for confusion in responding. (MSE)

ED 318 236 FL 018 451

Guidelines for Development of Program Plan, Bilingual/ESL Education Programs (Chapter 197, Laws of 1974 and Chapter 212, Laws of 1975 as Amended), Fiscal Year 1990.
New Jersey State Dept. of Education, Trenton.
PUB DATE- 89
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Bilingual Education Programs; Elementary Secondary Education; *English (Second Language); Language Tests; *Program Descriptions; *Program Development; Records (Forms); Second Language Programs; Standardized Tests; State Standards; *Statewide Planning

The guide is designed to assist school districts in designing and implementing programs to: (1) meet the needs of limited-English-proficient (LEP) students; and (2) be in compliance with state statutes and regulations. The guidelines are presented in seven sections, the first six corresponding to the sections of the program plan that must be submitted by each district: the program summary, identification and exit of eligible participants, program description, special services for LEP students, program implementation, and program evaluation. The seventh section contains appendixes, including the text of the state bilingual education act of 1974, the state administrative code for bilingual education, the state cut-scores for the standardized tests to be used for student assessment, full-time equivalency tables for staffing, the test codes for instruments with norm-referenced interpretation and needing follow-up, a chart of required testing for bilingual and English-as-a-Second-Language (ESL) students, a glossary, and an index of the countries of the world and languages spoken (for completion of required reporting). Forms for reporting on bilingual and/or ESL education programs are also included. (MSE)

ED 318 309 HE 023 297

Porter, Joanell
Occupational and Educational Outcomes of 1985-86 Bachelor's Degree Recipients. Survey Report.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- CS-89-327
PUB DATE- Aug 89
NOTE- 55p.; Data Series: DR-RCGS-1987-1.20.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bachelors Degrees; *College Graduates; *Employment Level; *Employment Patterns; Higher Education; *Majors (Students); National Surveys; Salaries
IDENTIFIERS- *Recent College Graduates Survey 1987 (NCES)
The study analyzed responses received from Bachelor's Degree recipients to the 1987 Recent College Graduates Survey administered in June, 1987. Among many findings are the following: One year after graduation, approximately 86% of degree recipients were employed--75% full time (who earned $20,300 annually on average) and 11% part time. Of the 14% not working 57% were attending school. About 78% of employed respondents reported that their jobs were related to their major field of study in college. Business/management graduates had a higher rate of employment than other graduates. Graduates in biological sciences were employed at a lower rate (59%) than all other graduates but had the highest enrollment rate (61%) for additional schooling. Over 30% of all employed respondents felt that a degree was not necessary to obtain the jobs they held. Findings are presented in both narrative and tabular form for individual fields of study (business/management; education; engineering; health professions; public affairs/social services; biological sciences; mathematics, computer science, physical sciences; social sciences, humanities, and psychology). Appendixes provide further technical notes and definitions of terms. (DB)

ED 318 339 HE 023 415

Frazier, Franklin
The Stafford Student Loan Program. Testimony before the Subcommittee on Permanent Investigations, Committee on Governmental Affairs, United States Senate.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO-T-HRD-90-13
PUB DATE- Feb 90
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Federal Programs; Higher Education; Income Contingent Loans; *Loan Repayment; Postsecondary Education; Proprietary Schools; *Student Financial Aid; *Student Loan Programs; *Trend Analysis
IDENTIFIERS- *Stafford Loan Program

The Stafford Loan Program (formerly called the Guaranteed Student Loan Program) makes three kinds of student loans for postsecondary education: Stafford Loans, Supplemental Loans for Students (SLS), and Parents Loans for Undergraduate Students (PLUS). Stafford loans are low-interest loans based on financial need, while SLS and PLUS loans are not based on financial need. Each loan is insured by one of 55 state or nonprofit guaranty agencies. Guaranty agencies can collect an insurance premium on each loan; they reimburse lenders for 100% of defaulted claims; and they serve as lenders of last resort. The Department of Education administers the program; reinsures the guaranty agencies for 100% of defaulted loans, except in those cases where the agency's default rate exceeds 5%; and makes interest payments to lenders for Stafford loan borrowers while they are in school. Figures for growth in number of loans, increases in dollar amounts of loans, increases in number of defaults, increases in loans to students attending proprietary schools, and default rates of students attending proprietary schools are provided. The report also notes actions taken by the Congress and the Department of Education to reduce loan defaults, and lists 11 General Accounting Office reports concerning the program. (JDD)

ED 318 354 HE 023 430

Douglas, Joel M., Ed.
Power Relationships on the Unionized Campus. Proceedings, Annual Conference (17th, April 1989).
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
REPORT NO.- ISBN-0-911259-26-0
PUB DATE- Apr 89
NOTE- 122p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, City University of New York, 17 Lexington Avenue, Box 322, New York, NY 10010 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Arbitration; *Collective Bargaining; College Administration; *College Governing Councils; *Compliance (Legal); Faculty; Faculty College Relationship; *Governance; Higher Education; Legal Responsibility; Nonprofessional Personnel; *Power Structure; Tenure; *Unions

Papers from the 17th Annual Conference present observations and analysis of how the power equation has, or has not, been altered by the introduction of faculty and support staff unionism. The first section on power relationships between professors and senates contains: "The Academic as Political Man or Woman" (Seymour Lipset); "Governance: Senates and Unions" (Caesar Naples); and "The Debate over Academic Unions and Faculty Governance" (Irwin Polishook). The second section focuses on new directions in collective bargaining and includes: "Universities and the New Unionism" (Charles Hechscher); "The Unionization of Clerical Workers in Colleges and Universities: A Status Report" (Richard Hurd); and "Clerical and Technical Unions: The Case of New York University" (Margarita Aguilar). The third section addresses legal aspects of collective bargaining and contains: "Collective Bargaining and the Law: The Annual Update" (John Wolf); "The Duty of Fair Representation" (Warren Pyle); "Steps for Complying with Agency Fee Requirements: A Practical Guide for Unions" (Ann Franke); and "Union Security in New York State's Public Sector" (Pauline Kinsella). Four papers on faculty safeguards comprise the final section: "Arbitration of Faculty Disputes" (Maurice Benewitz and Harry Neunder); "Professors without Tenure: The British Model" (Allen McTernan); "Professors without Tenure: The British Model--A Response from the American Colonies" (John Flynn); and "Employee Assistance Programs in Higher Education: The SUNY Experience" (Karen Grover Duffy). (JDD)

ED 318 382 HE 023 479

Rao, Michael S.
Differentiation-Integration Organization Theory in Fund Development Programs of Public Research Universities.
PUB DATE- Apr 90
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; Centralization; *College Administration; Decentralization; *Fund Raising; Higher Education; Institutional Advancement; Integrated Activities; *Organizational Effectiveness; *Organizational Theories; Public Schools; *Research Universities
IDENTIFIERS- Contingency Theories; Differentiation
The study reported in this paper applied contingency organization theory to the environment of fund development programs in public research universities. Of particular concern was the recent emphasis of these universities on private fund development and their increased relationships with external environments. Case studies of the development programs and development officers of three major public research universities were used to study the relationship between the universities' development programs and other subunits, the usefulness of organizational differentiation and integration in understanding the organizational and managerial structure of the development programs, applicability of C. Argyris' integration theory, and ways in which public research universities integrate their development programs. Thirty conclusions are derived from the data analysis, such as: the greatest degree of differentiation is likely to occur in the most centralized and externally oriented development programs, and communication between the development program and other subunits is most effective in a decentralized organizational structure. Practical implications and recommendations conclude the paper. Includes 10 references. (JDD)

ED 318 397 IR 014 294

Decad, Jolinda K.; And Others
Building Capacity for Improvement of Educational Practice: An Evaluation of NIE's State Dissemination Grants Program. Volume III: A Study of Linker Activities and Roles.
NTS Research Corp., Durham, N.C
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 81
NOTE- 73p.; For volume I, see IR 014 293; for volumes IV-V, see IR 014 295-296; volume II: 1979 State Abstracts is not available. For the 1978 state abstracts, see ED 178 099; for the 1979 interim report, see ED 184 532.
CONTRACT- 400-76-0166
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Improvement; Educational Practices; Elementary Secondary Education; *Federal Programs; *Improvement Programs; *Information Dissemination; *Linking Agents; Questionnaires; State Departments of Education; Surveys
IDENTIFIERS- State Capacity Building Program; *State Dissemination Grants Program
This report supplements the final evaluation of the State Dissemination Grants Program (SDGP), a major initiative within the mission of the National Institute of Education to assist state educational agencies in implementing, strengthening, and institutionalizing dissemination services that improve educational practice and equity. A substudy was undertaken to evaluate the role of linkers, i.e., field-based change agents utilized by the dissemination system to link clients' needs to information contained in the resource base, and to assist in the utilization of this information in the school improvement effort. Data from questionnaires returned by state project directors and 136 identified linkers were examined to: (1) identify linker activities, roles, and types; (2) compare project directors' and linkers' notions of "real" and "ideal" linker responses; and (3) determine the relationship between linker behavior and project implementation characteristics for particular settings. It was concluded that: (1) three distinct linker roles can be defined but are not adhered to; (2) there is a potential source of conflict between linkers' and directors' desires regarding linker activity; and (3) there is no significant relationship between linker behavior and contextual characteristics. A copy of the linker questionnaire is appended. (13 tables and 10 references) (NRP)

ED 318 413 IR 014 317

Haddock, David D.; Polsby, Daniel D.
Diversity of Voice? The FCC's Bright-Line "Anti-Monopoly" Rule.
PUB DATE- Oct 89
NOTE- 34p.; Paper presented at the Annual Telecommunications Policy Research Conference (17th, Airlie House, Warrenton, VA, October 1-3, 1989). For other papers of this conference, see IR 014 305-322. Poor quality type throughout.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Television; *Federal Regulation; *Policy Formation; *Telecommunications
IDENTIFIERS- *Broadcast Access Rights; *Federal Communications Commission

The Federal Communications Commission (FCC) has long had rules that prohibit anyone from owning more than one television station in any given location. Two of the stated purposes behind the FCC's anti-monopoly rules are to foster diversity of programming for the sake of First Amendment interests, and to promote programming among media outlets in every market, objectives which the anti-monopoly rules may actually frustrate. Given the FCC's Table of Allocations, this rule has no effect on the number of stations currently operating in large markets; but this was not always true, nor is it true today in at least some small markets. So far as "diversity" is concerned, it becomes extremely difficult to conceptualize how one would regulate "in the public interest" because of the multitude of theoretically, although not empirically, incomparable dimensions that belong to the domain of diversity. The argument of this paper is that pure theory has gone about as far as it can go, and that an infusion of data will be required in order to complete the description of what a desirably diverse world of programming would look like. It is argued that those data could be produced easily and cheaply if the FCC changed its anti-monopoly rules to make them fuzzier and more standard-like than they currently are. (GL)

ED 318 051 CS 507 118

Ishii, Satoshi; Thompson, Catherine A.
A Comparison of the Assertiveness/Responsiveness Construct between Japanese and Americans.
PUB DATE- Aug 89
NOTE- 17p.; Paper presented at the Biennial Meeting of the World Communication Association (Singapore, August 2-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Assertiveness; Communication Research; *Comparative Analysis; Cultural Differences; Cultural Influences; Foreign Countries; *Interpersonal Communication; *Personality Measures; *Personality Traits; *Social Behavior
IDENTIFIERS- Japan (Tokyo); West Virginia University
This study was conducted to compare the social style of Japanese and Americans. Participants included 241 Japanese students from Otsuma Women's University and Nihon University (Tokyo, Japan) and 252 American students from West Virginia University (United States). Each completed the Richmond-McCroskey Assertiveness-Responsiveness Measure (which consists of 20 personality characteristics) in Japanese or English. Results indicated a significant difference between the Japanese and Americans on the assertiveness/responsiveness construct. Significant differences appeared between males on the assertiveness dimension but not on the responsiveness dimension and for females on both dimensions. Results indicated that the Japanese do not have to be orally explicit in order to transmit their messages. (Two tables of data are included. Nineteen references are attached, and one appendix includes the Assertiveness-Responsiveness Measure.) (MG)

ED 318 064 CS 507 135

Roiger, James F.; Hellweg, Susan A.
Influence and Compliance-gaining Strategies in Interpersonal Settings and Control and Influence Strategies in Organizational Settings: A Synthesis of the Literature.
PUB DATE- Feb 86
NOTE- 42p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Tucson, AZ, February 15-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communication Research; Communication Skills; Compliance (Psychology); *Interpersonal Communication; *Organizational Climate; *Organizational Communication; Organizational Objectives; *Organizational Theories; Social Control; *Social Influences
IDENTIFIERS- *Communication Strategies; Management Practices; Message Transmission; Organizational Culture; Supervisor Subordinate Relationship
This research review integrates the major concerns of the research on power and compliance-gaining strategies and influence strategies in interpersonal and organizational relationships. The review: (1) identifies theories of social power; (2) identifies limited models of social influence; (3) delineates various conceptualizations of interpersonal compliance-gaining strategies; (4) summarizes the studies that have attempted to link influence and compliance-gaining strategies in interpersonal settings; (5) looks at recent studies on organizational power and control; (6) summarizes recent studies that have investigated control and influence strategies in organizations, including several that integrate interpersonal conceptualizations in the studies; (7) identifies some commonalities in the studies of the two settings; and (8) discusses implications for future research in both settings. Three tables of data are included; 49 references are attached. (KEH)

ED 318 091 EA 021 698

Duke, Daniel L.
School Organization, Leadership, and Student Behavior.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 44p.; A commissioned paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Discipline Problems; Educational Environment; Elementary Secondary Education; *Leadership Responsibility; *Organizational Theories; Outcomes of Education; *Research Needs; *School Organization; *Student Behavior; Teacher Effectiveness
IDENTIFIERS- *School Culture

Concerned with organizational approaches to student behavior, this paper first describes the key elements of organizational structure and leadership. These include articulation of organizational goals, such as ensuring an orderly environment conducive to learning and cultivating responsible student behavior and good character. The school's control mechanisms (evaluation, supervision, rewards, sanctions, and coordination) help facilitate achievement of school goals. Four additional elements (complexity, centralization, formalization, and stratification) are linked to organizational outcomes, along with constructs such as organizational culture and school climate. Three school-based strategies are categorized according to direct and indirect effects on student behavior and influence on teacher effectiveness. Relevant research studies, organized according to focus and methodology, are discussed and then summarized in a table. Research categories include school effectiveness studies, reanalysis of large data-sets, survey and case study research, alternative schools research, and district-sponsored studies of local discipline programs. No single strategy is universally effective. A future agenda raises several issues regarding research validity, effective organizational strategy, and the impact of school discipline plans. (35 references) (MLH)

ED 318 294 FL 800 106

Benchmarks and Student Learning Profile for the Workplace ESL Program of the Labor Education Center at Southeastern Massachusetts University.

Southeastern Massachusetts Univ., North Dartmouth. Arnold M. Dubin Labor Education Center.

PUB DATE- 90

NOTE- 11p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Check Lists; *English (Second Language); *Evaluation Criteria; *Language Skills; Language Tests; *Literacy Education; *Profiles; Second Language Programs; *Student Evaluation

IDENTIFIERS- *Workplace Literacy

The student learning profile consists of a cover sheet for including basic student information and checklists that focus on language and job-related skills. The cover sheet contains spaces for pre- and post-test scores, student expressed learning goals, and the proposed teaching and learning plan. The checklists, one for each of three instructional levels (beginner, intermediate, and advanced), list specific skills in the following areas: personal and social identification and everyday life; functioning on the job; union and workplace rights; health and safety; and English language use. Some items on the checklists are specified as being evaluated in the student's native language. The lists are intended as a means for recording individual student progress, or "benchmarks," toward mastery. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 325 HE 023 381

Chu, Donald
The Character of American Higher Education and Intercollegiate Sport.
REPORT NO.- ISBN-0-88706-791-3
PUB DATE- Dec 89
NOTE- 252p.
AVAILABLE FROM- State University of New York Press, State University Plaza, Albany, NY 12246 ($39.95 cloth; $12.95 paper--ISBN-0-88706-793-X).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- *College Athletics; *College Role; Educational Change; Ethics; Futures (of Society); Governance; Higher Education; Intercollegiate Cooperation; Racial Bias; Sex Bias; *Social Influences

The discussion of the relationship between higher education and intercollegiate athletics looks at the closeness and formality of the connection as a peculiar characteristic of American institutions. After a brief overview of the current situation of intercollegiate athletics, five chapters chronicle the history and examine the issues of this relationship. The first traces its development, looking at the issues of control and finance in American higher education and the search for money, students, and athletic prestige. The second examines the rationalization of institutionalized athletics programs in terms of their benefits for students and for the institution. The third reviews the condition of higher education and athletics and particular current issues: racism, sexism, unethical behavior, and the control of athletics and athletes. Sports are then examined from the point of view of the functions they perform for higher education: contribution to the sense of community, student involvement, and the sense of success of the institution and the participants. Finally, reflections on the future of college and sports focus on the responsibility of the higher education community and the role of college leadership in its reform. A 28-page bibliography is provided. (MSE)

ED 318 427 IR 014 331

Bates, A. W.
Towards a European Electronic University: Technology and Course Design for European-Wide Distance Education Courses.
European Association of Distance Teaching Universities, Heerlen (Netherlands).
REPORT NO.- ISBN-903580649-2
PUB DATE- Jun 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; *Curriculum Development; *Distance Education; Educational Cooperation; Foreign Countries; Higher Education; *Information Technology; *International Cooperation; Video Equipment
IDENTIFIERS- *Europe (West)

Designed to stimulate course planning teams to consider a wide range of technological options at the start of the course design process, this paper focuses on ways in which technology can be used to design, produce, and present European-wide distance education courses. The more detailed objectives of the paper are to look at how technology may facilitate the joint production of courses across different institutions in different countries; speed up course production; help in the delivery of courses to different target groups in different countries; and suggest prototype course designs that meet the challenge of the first three objectives and might attract some external funding. Factors to be considered in determining the suitability of technology for distance teaching are then considered, including access and availability to students, costs, teaching functions, interaction and user-friendliness, organizational constraints, and novelty. Scenarios for media use in European courses are also suggested; these include electronic publishing, videocassette courses, tutored video instruction, computer-mediated communication, and computer-based learning with videodiscs. The paper concludes by identifying several policy issues that need to be resolved by the European Association of Distance Teaching Universities before final choices can be made about the use of technology in European-wide courses. (5 references) (MES)

ED 318 107 EA 021 737

Baptist, Beth Jones
State Certification Requirements for School Superintendents. Improving the Preparation of School Administrators. Notes on Reform No. 7.
National Policy Board for Educational Administration, Charlottesville, VA.
PUB DATE- Dec 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Administrator Evaluation; Administrator Qualifications; *Administrator Selection; *Certification; Elementary Secondary Education; Higher Education; *Superintendents

State certification requirement are both an area of needed improvement and a venicle for reform. A study was conducted to inventory the requirements for state certification of superintendents, to identify the similarities and differences between and among the states, and to compare the current status of superintendent certification to recommendations for improving the preservice preparation of school administrators. Requests for a detailed explanation of superintendent certification requirements were sent to the chief certification officers at state departments of education in the 50 states and the District of Columbia. The response rate was 100 percent. The results indicated that no two states had exactly the same standards for the certification of superintendents; however, categories of requirements common to many states were identified from an analysis of the documents provided by the state education agencies. Specifically: (1) 41 states required the completion of a specific graduate degree as a requirement for certification of superintendents; (2) 22 states reported a specific number of graduate hours required for certification; (3) 38 state education agencies identified specific course requirements; and (4) only 26 of the 51 departments of education required a specific number of years of classroom experience. A discussion of the results is included. (15 references) (KM)

ED 318 134 EA 022 087

McPartland, James M.; Slavin, Robert E.
Increasing Achievement of At-Risk Students at Each Grade Level.
Policy Perspectives Series.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- IS-90-985
PUB DATE- Jul 90
NOTE- 45p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00416-0, $2.00).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Dropout Prevention; Dropout Programs; Dropouts; *Early Intervention; Elementary Secondary Education; *Equal Education; Excellence in Education; Grade Repetition; *High Risk Students; Human Services; Outreach Programs; Prevention; *Program Evaluation; Special Education; Student Attrition; *Student Improvement; Track System (Education)
The analysis of proposed or implemented programs for increasing the achievement of at-risk students in all grades is the purpose of this report. Its focus is on identifying effective organizational responses, programs, and practices that improve the achievement of all at-risk children. Schools currently respond to poor academic performance with three organizational approaches: grade retention; ability grouping and tracking; and special education. The ways in which these practices and effective programs affect student achievement are analyzed. Two separate chapters analyze and offer recommendations for the elementary and secondary grades, respectively. Implications of this study point to the need for early intervention programs, experimentation with alternative programs, government support at all levels, and serious commitment of state and local educational agencies. An extensive bibliography and list of effective programs for students at risk are included. (LMI)

ED 318 164 EC 230 566

Presperin, Jessica J., Ed.
Technology for the Next Decade. Proceedings of the RESNA Annual Conference (12th, New Orleans, Louisiana, June 25-30, 1989).
RESNA: Association for the Advancement of Rehabilitation Technology, Washington, DC.
REPORT NO.- ISBN-0-932101-25-9
PUB DATE- Jun 89
NOTE- 495p.
AVAILABLE FROM- RESNA Press, 1101 Connecticut Avenue, NW, Suite 700, Washington, DC 20036 ($35.00).
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Assistive Devices (for Disabled); *Communication Aids (for Disabled); *Disabilities; *Electromechanical Aids; Independent Living; Microcomputers; Mobility Aids; Prostheses; *Rehabilitation; Sensory Aids; *Technology; Vocational Rehabilitation
IDENTIFIERS- *Augmentative Communication Systems

These conference proceedings contain papers on practical applications of rehabilitation and assistive technology in vocational and educational situations as well as independent living settings. Most of the papers are two pages in length. The papers are organized into the following categories, with the number of papers in each category appearing in parentheses: personal transportation (2); electric wheelchair systems (5); computer access issues (6); aging (2); prosthetics, orthotics, and rehabilitation technology (13); interfacing power mobility and joystick controls (6); rural rehabilitation (3); information networking (5); selected alternative and augmentative communication issues (4); soft tissue pressure (6); computer hardware and expert systems software (5); functional neuromuscular stimulation for exercise and gait (6); robotics (12); quantitative assessment (12); sensory aids for the blind and deaf-blind (6); language processing in augmentative communication systems (5); computer-assisted design/computer-assisted manufacturing topics in orthotics/prosthetics (4); angle in space and seat back influences (6); evaluation of functional neuromuscular stimulation applications (6); technology transfer potpourri (6); new models (6); technology developments and augmentative communication application (5); contoured seating systems (6); computer applications (12); research analysis and survey results (5); efficient production in augmentative communication (5); clinical perspectives--mobility and communication (4); sensory aids for the deaf (5); and education and policy issues (8). Papers from poster sessions are also included. (JDD)

ED 318 208 EC 230 838

Claus, Richard N.; Quimper, Barry E.
Gifted and/or Talented Target Population and Identification Process: Matrix of Student Characteristics and Data Sources, 1988-89. Evaluation Report.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Dec 88
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Ability Identification; Affective Measures; Cognitive Tests; Elementary Secondary Education; *Evaluation Methods; *Gifted; Preschool Education; Psychomotor Skills; Student Characteristics; Student Evaluation; *Talent; *Tests

The paper identifies characteristics of gifted and talented children. A matrix is presented listing gifted/talented student characteristics crossed with possible information sources for determining giftedness (i.e., test data, performance data, and developmental data). Appendix pages then provide details of various tests that are available to aid the identification process. In the category of cognitive ability, tests listed include individual and group intelligence tests, aptitude tests, achievement tests, and creative and critical thinking skills tests. Affective data may be assessed through self-concept tests and personality tests. Psychomotor tests are also included. The appropriate age or grade level for each test is cited, and subtests of each test are noted.(JDD)

ED 318 251 FL 018 467

Hannahs, S. J.
High Vowel Variation in Quebec French.
PUB DATE- Dec 89
NOTE- 12p.; Revised version of a paper presented at the Annual Meeting of the Linguistic Society of America (Washington, DC, December 27-30, 1989).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *French; Language Research; *Language Variation; Linguistic Theory; Morphology (Languages); Phonology; *Regional Dialects; Suprasegmentals; *Vowels
IDENTIFIERS- *French (Canadian); *Quebec
An analysis of high vowel variation in Quebec French shows that the phenomenon can generally be accounted for in terms of stress and syllabic closure. However, it is also proposed that by positing underlying lax high vowels in the language, a more insightful analysis is achieved, suggesting that a process of high vowel tensing is occurring instead. This accounts for several facts that would otherwise appear to be highly implausible, e.g., laxed vowels in stressed closed syllables and lax vowels in open syllables in reduplicated forms. More generally, it is shown that in derivational affixation there is no independent motivation for morphological levels in French, and that an affixation process resembling level ordering is explicable in terms of extrametricality. In support of extrametricality, evidence from the differing behavior of two forms of the same suffix is presented, suggesting that this difference is phonological, not morphological. The discussion has implications for the question of levels in lexical phonology, with the evidence suggesting that French may have only one lexical level. Further research examining inflectional affixation and compounding is recommended to resolve the question more definitively. (MSE)

ED 318 266 FL 018 519

Obergfell, Sandra C.
The Survey with a Focus: Developing Critical and Creative Thinking Skills.
PUB DATE- 83
NOTE- 7p.; In: Dimension: Languages 83. Proceedings of the Southern Conference on Language Teaching (19th, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Brain Hemisphere Functions; *Creative Thinking; *Critical Thinking; French; Higher Education; Holistic Approach; *Introductory Courses; *Liberal Arts; *Literature Appreciation; Piagetian Theory; Second Language Instruction; Skill Development
A modified, chronologically-based approach to the foreign language literature survey course integrates traditional elements of chronological organization with critical and concrete analysis of literary texts to increase the significance of the material to the liberal arts education. Research in higher education and research on left-right brain hemisphere activity support the presentation of literature in such a fashion, with progression from concrete to abstract and from critical to creative thinking. The application of the principles of the three-stage learning cycle (exploration and discovery of the material; concept introduction; and concept application and repetition) to a specific literary excerpt ("L'Esprit des Lois") illustrates the holistic involvement of the learner in the text. Such a logical organization of the survey course would appear to be requisite to developing critical thinking skills if the student is not to wander in the domain of abstractions without properly understanding the relationship of the part to the whole. Through this mixture of chronological survey, generalizations concerning literary works and movements in their sociocultural setting, and close textual analysis, a meld of European and American philosophies results. (MSE)

ED 318 280 FL 800 046

Van Horne, Marion
Writing for New Readers: Selections from a Writers' Manual.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Aug 87
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Students; *Audience Awareness; *Literacy Education; Material Development; *News Writing; *Readability; *Reading Materials; Writing (Composition); Writing Exercises; Writing for Publication
This guide to writing material that will be read by new readers focuses on making the material readable, relevant, and effective. The first section of the guide gives an overview of this process, and addresses the following aspects of writing for new readers: (1) determining the audience and its interests; (2) elements of effective written communication; (3) choosing appropriate subjects; (4) forms of writing (including folk tales or biographies as alternatives to expository writing); (5) use of illustrations; and (6) using a controlled vocabulary. The second section of the guide provides more specific suggestions for readable writing, including: choosing a subject; gathering and evaluating material; seeing words as tools for a specific purpose; structuring sentences and paragraphs; making the reading interesting; writing an outline; giving the writing unity, coherence, and emphasis; and structuring the text. Exercises for writing practice are provided. The third section of the guide discusses news writing, including what makes news, the structure of a news report, the use of language in the "news style," and preparing news copy. Suggestions for avoiding common errors are made, and writing exercises are also provided. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 369 HE 023 445

O'Leary, Neil; Fenton, Ray
Using Personnel Evaluation To Focus on the Development of Teaching Skills: Faculty Ideas and University Policy.
PUB DATE- Feb 90
NOTE- 57p.; Paper prepared for presentation at the Communication and Instruction Interest Group of the Western States Communication Association Convention (Sacramento, CA, February 17-20, 1990). For a related document, see ED 302 875.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Reference Materials - Bibliographies (131) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Communication; Communication Skills; Educational Policy; Elementary Secondary Education; *Evaluation Methods; *Faculty Development; Faculty Evaluation; Formative Evaluation; Higher Education; *Instructional Improvement; Skill Development; Teacher Attitudes; *Teacher Evaluation; *Teaching Skills
IDENTIFIERS- *Alaska Pacific University; *Anchorage School District AK
The role of the personnel evaluation process in improving the performance of teachers as classroom communicators is explored by contrasting the personnel evaluation system of Alaska Pacific University (APU) with that of the Anchorage School District (Alaska). While the APU system offers little specification for formative evaluation activities, the Anchorage system provides a clearly specified cycle of instructional activities where supervisors and teachers discuss jointly developed goals, classroom activities, and performance relative to goals. APU and Anchorage teachers were surveyed concerning their reactions to the evaluation systems. It is concluded that: (1) a system for evaluation and goal-setting, involving regular contacts between supervisors and teachers, should be considered at APU; (2) peer evaluation and classroom visits focused on instructional improvement should be mandated; and (3) the evaluation process should focus on the achievement of personal goals and the improvement of instruction as well as documentation of research and service activities. A selected bibliography on the assessment of teaching and teachers cites 70 publications. Appendices contain sample teaching evaluation forms for use by students, peers and supervisors; philosophy and procedural guidelines for the Anchorage Teacher Appraisal System; and a form for faculty assessment of the evaluation process. (JDD)

ED 318 442 IR 014 352

Advanced Placement Computer Science with Pascal. Volume 2. Experimental Edition.

New York City Board of Education, Brooklyn, N.Y.
REPORT NO.- ISBN-0-88315-689-X
PUB DATE- 86
NOTE- 341p.; For Volume 1, see ED 288 736.
AVAILABLE FROM- New York City Board of Education, Curriculum Unit, Room 310, P.S. 206, Neck Road and East 22nd Street, Brooklyn, NY 11229.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advanced Placement; College Science; *Computer Science Education; Curriculum Guides; Glossaries; Microcomputers; *Programing; Programing Languages; *Science Activities; Secondary Education; Secondary School Science
IDENTIFIERS- *PASCAL Programing Language
This curriculum guide presents 100 lessons for an advanced placement course on programming in Pascal. Some of the topics covered include arrays, sorting, strings, sets, records, computers in society, files, stacks, queues, linked lists, binary trees, searching, hashing, and chaining. Performance objectives, vocabulary, motivation, aim, development, application, summary, and exercises are included for each lesson. The appendix includes instructions for using Turbo Pascal. A glossary of computer terms and a questionnaire for evaluating this guide are attached. (MES)

ED 318 078 EA 021 557

Wildman, Louis
Where Will LEAD Lead?
PUB DATE- 88
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrators; Assessment Centers (Personnel); College School Cooperation; Educational Administration; Educational Philosophy; Elementary Secondary Education; *Federal Aid; Higher Education; Institutional Cooperation; Interviews; *Leadership Training; *Management Development; *Principals; *Program Evaluation; Research Problems
IDENTIFIERS- *Leadership Educ Administration Development
After setting forth eight assumptions concerning the education of educational administrators, findings about the Leadership in Educational Administration Development (LEAD) program are discussed. The analysis is based on the first-year applications, telephone conversations with staff at a majority of the project sites, and additional material provided by individual project directors. LEAD projects exhibit the following characteristics: (1) approximately 65 percent of LEAD programs emphasize training in the effective schools/teaching approach; (2) in approximately 60 percent of the programs there is no provision for research in educational administration; (3) approximately 30 percent of the LEAD centers include or are directly associated with administrator assessment centers; and (4) in some states there are signs that coordination of administrative development may become a closed loop of recruitment, training, assessment, selection, and inservice. Positive features of the programs include closer working relationships among school districts, universities, and state education agencies; and helping citizens understand the educational role of administrators. The analysis concludes that, if the LEAD program is continued, funding should be so constructed as to strengthen the research-teaching-service link between schools and colleges of education. Appended are 88 notes and 6 educational

"analogies" to a cited study on industrial productivity. (MLF)

ED 318 121 EA 021 782

Nathan, Joe
Progress, Problems, and Prospects of State Educational Choice Plans.
Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- Jul 89
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Federal Aid; *Government Role; *Magnet Schools; *Public Opinion; *School Choice; *State Legislation

This report examines recent school choice developments in four broad areas: (1) the public's interest in public school choice; (2) state and federal government responses to this growing interest; (3) new research on existing programs permitting choice; and (4) prospects for expanding state efforts to promote public school choice. After providing definitions of terminology associated with school choice, the report summarizes state efforts to promote choice through local options (magnet and alternative schools) and metropolitan, limited, or comprehensive open entrollment plans. The third section describes major studies of several programs in Minnesota and Washington, the St. Louis and Wisconsin desegregation-choice plans, magnet schools in four large cities (Boston, Chicago, Philadelphia, and New York), and choice plans in Masachusetts and East Harlem, New York. The studies show mixed results, but do not necessarily contradict one another. A consensus is emerging concerning certain desirable features of public school choice plans. Prospects for expanding the state role in developing such plans is encouraging. The choice concept is gaining support from the American Federation of Teachers and the National Education Association. The federal government has spent millions of dollars to help districts establish magnet schools and has supported research on the design and impact of choice plans. (44 references) (MLH)

ED 318 149 EC 230 551

Nordlund, Marcia R.
Traumatic Brain Injury as a Cause of Behavior Disorders.
PUB DATE- Sep 89
NOTE- 14p.; Paper presented at the National Conference of the CEC/Council for Children with Behavioral Disorders (Charlotte, NC, September 24-26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Behavior Change; *Behavior Disorders; Classroom Techniques; Elementary Secondary Education; Emotional Disturbances; *Injuries; Intervention; *Neurological Impairments; *Neurology; Perceptual Handicaps; Seizures; Teaching Methods
IDENTIFIERS- *Head Injuries
There is increasing evidence that many children and adolescents who display behavior disorders have sustained a traumatic brain injury. Traumatic brain injury can take the following forms: closed head trauma in which the brain usually suffers diffuse damage; open head injury which usually results in specific focal damage; or internal trauma (e.g., tumors or lack of oxygen) with results either focal or diffuse. The brain is usually divided into individual sections (brain stem, cerebellum, and cerebrum, which in turn is divided into the frontal, parietal, occipital, and temporal lobes). Frontal lobe damage may result in disinhibition, lack of executive planning skills, and emotional lability, while perceptual deficits may result from damage to the temporal or occipital lobes. Temporal lobe seizures may be associated with impulsivity and violent outbursts. Psychiatric impairment may be a direct result of the injury or due to the injury's after-effects. In the behavior disordered classroom, teaching methods such as behavior modification, humanistic techniques, or contracting, which are effective with non-brain injured behavior disordered students may not be as effective with the brain injured child. In some cases, it may be more effective to regulate the child's environment to minimize the occurrence of behavior disorders. Contains 12 references. (DB)

ED 318 179 EC 230 584

Gelfer, Jeffrey Ian
Early Education Pilot Program Using a Developmentally Appropriate Practice for Children with Language and Learning Problems: The GEL Program (Guidelines for Early Learning). A Condensed Report.
PUB DATE- 89
NOTE- 19p.; Best available copy.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; *Developmental Disabilities; *Interdisciplinary Approach; Language Acquisition; *Language Handicaps; *Learning Disabilities; Outcomes of Education; *Preschool Education; Program Effectiveness; Program Implementation; Therapy
IDENTIFIERS- Florida
The paper describes the GEL (Guidelines for Early Learning) Program developed by the Easter Seal Society of Southwest Florida which serves children, aged 4-6 years, with language, learning, and/or developmental problems. Developmental theories of Piaget and Chomsky and the model of David Weikart's High Scope Program were used to develop the GEL program which initially served eight children. An interdisciplinary program staff included a Director (child development specialist), a speech pathologist, an occupational therapist, and an early childhood educator, with consultation services from a pediatric neurology clinic and a local pediatrician. A therapy services center provided individual motor and/or speech therapy and supplemented the educational facility which was divided into four centers (motor, cognitive, language, and social) to facilitate new learning in each of these areas. An individual educational development plan was written for each student after multidisciplinary assessment. Daily progress was recorded and shared with parents weekly. After 6 months, each of the students demonstrated developmental growth of 1.4 years as measured by pre- and post-tests. Contains nine references. (DB)

ED 318 193 EC 230 598

Cicirello, Nancy; And Others
Teaching Nontherapists To Do Positioning and Handling in Educational Settings. TIES: Therapy in Educational Settings.
Oregon Health Sciences Univ., Portland. Child Development and Rehabilitation Center.; Oregon State Dept. of Education, Salem. Regional Services for Students with Orthopedic Impairments.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Jun 89
NOTE- 98p.; Some pages are printed on pink paper.
GRANT- G008630055
AVAILABLE FROM- Child Development and Rehabilitation Center Publications, Oregon Health Sciences University, P.O. Box 574, Portland, OR 97207 ($8.00 manual; $27.00 each videotape, VHS).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Human Posture; Inservice Teacher Education; *Motor Reactions; *Occupational Therapy; *Physical Disabilities; *Physical Therapy; *Teaching Methods; Therapeutic Environment
IDENTIFIERS- *Positioning (of Disabled)

This manual helps physical and occupational therapists instruct nontherapists in positioning and handling students with physical disabilities. A chapter on movement and motor disability covers types of abnormality in muscle tone. A chapter on handling explains appropriate handling techniques and why they are necessary to the student's well-being. Another chapter addresses the principles of posture, movement, and proper body mechanics when transferring, lifting, and positioning students. The importance of therapeutic positioning to promote the maintenance of normalized muscle tone, skeletal alignment, and stabilization of body parts is discussed. Fifteen positions for laying, sitting, and standing are illustrated, with accompanying information about their advantages and disadvantages and tips for their use. A final chapter describes the therapist's role in providing inservice training to education staff. Each chapter contains a section for physical and occupational therapists and a section for nontherapists who carry out recommendations made by therapists. Some chapters include a list of book and videotape references. Appendices contain a glossary, a list of 12 references, and a list of two resources for nontherapists. A videotape titled "Teaching Nontherapists to Protect Their Backs When Moving Students with Physical Disabilities" is available as a companion to the manual. (JDD)

ED 318 223 FL 018 253

Johnson, Susan M.
Public Speaking and International Career Development in the Foreign Language Business Course.
PUB DATE- 88
NOTE- 10p.; In: Perspectives in Foreign Language Teaching. Proceedings of the Annual Conference on the Teaching of Foreign Languages and Literatures (12th, Youngstown, OH, October 21-22, 1988); see FL 018 244.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Education; *Career Development; Classroom Techniques; Higher Education; Intercultural Communication; *International Trade; Job Search Methods; Organizations (Groups); *Public Speaking; Second Language Instruction; Skill Development; Speech Skills
IDENTIFIERS- *Toastmasters International
A method of teaching public speaking adapted from the Toastmasters International program is presented for use in foreign language classes. Instructions need only to be translated into the target language and presented to students for immediate classroom use. The instructions address the structure of the speech class, writing and delivering the speech, evaluating a classmate's speech, and making the first speech. A companion activity for the first speech simulates a business reception in which students create their dream businessperson. The object is to stay in character, make small talk, make contacts, and remember details about as many other participants as possible. A career development component for the foreign language class is seen as equally important. The steps used in the career development component are drawn from those commonly recommended in career counseling literature. Students are advised to choose a direction, brainstorm on careers in a variety of areas, sift out inappropriate careers, choose a potential career for a semester-long focus, conduct an information interview, deliver a speech on the chosen career, research potential employers, prepare and perform mock job interviews, and deliver a final speech. A companion activity is a business trip to a local multi-national firm. (MSE)

ED 318 237 FL 018 452

Lindstromberg, Seth
(Re)Teaching Prepositions.
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Diagrams; Foreign Countries; *Prepositions; *Remedial Instruction; Second Language Instruction; Second Language Learning; Spatial Ability; Translation; Verbs; *Vocabulary Development

Prepositions appear to be especially susceptible to misunderstanding by second language learners. Even upper-intermediate and advanced learners may have ingrained misconceptions. A proposed method for re-teaching prepositions to students at all levels is based on three ideas: (1) prepositions are spatial; (2) they are frequently used metaphorically; and (3) the spatial character of the metaphors can be made clear by simple diagrams illustrating direction and/or relationship. Two exercises to be used with this approach are: (1) diagramming and re-diagramming texts; and (2) translating diagrams. The first exercise involves student diagramming of a text with the prepositions removed. The text is then traded with another student who worked on a different text, and the second student attempts to insert the appropriate prepositions. The class then diagrams the text together on a larger chart. In the second exercise, students diagram prepositions onto a triple-spaced text in the target language. They then translate the text into English. Followup exercises can introduce new verbs in which direction or relationship is a significant part of the meaning. This method creates the idea of a metaphor that can be visualized, rather than of a quirky and inconsistent system. (MSE)

ED 318 295 FL 800 107

Balliro, Lenore
Workplace ESL Curriculum from the Labor Education Center, Southeastern Massachusetts University.
Southeastern Massachusetts Univ., North Dartmouth. Arnold M. Dubin Labor Education Center.
PUB DATE- 87
NOTE- 193p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Civil Liberties; Course Content; *Daily Living Skills; *English (Second Language); *Job Skills; *Labor Education; *Literacy Education; Second Language Programs; Unions; Vocabulary Development; Vocational Adjustment
IDENTIFIERS- *Workplace Literacy
Texts for three units of a workplace English-as-a-Second-Language (ESL) literacy program are included. The first unit addresses language skills for social and personal identification, including lessons on introductions, social language, family, filling out forms, schedules and timelines, and expressing feelings. The second unit focuses on aspects of working, including expressing facts and feelings about work, coping with forms and applications, specifying skills, asking for clarification of information, discussing time clocks and paychecks, and explaining problems. These texts consist of vocabulary development activities, drills, and readings about other immigrants, with comprehension exercises. The third unit deals with belonging to a union and individual rights on the job, and includes information and comprehension exercises concerning unions, union administration, contracts, and protection of individual rights. The text is in English, with occasional examples using Spanish. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 310 HE 023 298

Adelman, Clifford, Ed.
Signs & Traces: Model Indicators of College Student Learning in the Disciplines.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- OR-89-538
PUB DATE- Sep 89
NOTE- 195p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Biology; Chemistry; Computer Science; Engineering; *Evaluation Methods; Higher Education; Majors (Students); Models; *Outcomes of Education; Physics; *Student Evaluation; Undergraduate Study
IDENTIFIERS- *Indicators
This report examines possible national indicators for learning outcomes in the individual disciplines of higher education. It consists of versions of five project final reports, each underscoring a distinct approach to developing a model in the context of a specific discipline. Each model applies, however, to several similar disciplines. Stressed in all the models are creative approaches to student assessment which include both criterion-referenced and norm-referenced information. Papers have the following titles and authors: "Models for Developing Computer-Based Indicators of College Student Learning in Computer Science" (Jerilee Grandy); "A Model for Assessing Undergraduate Learning in Mechanical Engineering" (Jonathan Warren); "Model Indicators of Student Learning in Undergraduate Biology" (Gary Peterson and Patricia Hayward); "A Study of Indicators of College Student Learning in Physics" (James Terwilliger, J. Woods Halley, and Patricia Heller); "Model Indicators of Undergraduate Learning in Chemistry" (George Bodner). Papers are followed by references, and appendixes, which detail model recommendations and criteria. (DB)

ED 318 340 HE 023 416

The Virginia Plan for Higher Education, 1989.
Virginia State Council of Higher Education, Richmond.
PUB DATE- 90
NOTE- 371p.
AVAILABLE FROM- State Council of Higher Education for Virginia, 101 N. Fourteenth St., Richmond, VA 23219.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Degrees (Academic); Demography; *Educational Objectives; Enrollment; Faculty; Global Approach; *Higher Education; *Institutional Characteristics; *Master Plans; Private Colleges; School Support; State Aid; State Colleges; *Statewide Planning; Student Characteristics; Student Evaluation
IDENTIFIERS- *Virginia

The Council of Higher Education, in this state-mandated biennial plan, sets four goals for Virginia's state-supported system of higher education to achieve: access, excellence, accountability, and placement among the best systems of higher education in the United States. The plan concentrates on the 84 degree-granting institutions that have been chartered or established by statute in the Commonwealth of Virginia. A statistical profile presents data on: enrollment by institution, full-time/part-time status, state of residence, gender, age, and minority group status; operating expense appropriations; degrees conferred; and number of faculty and faculty rank. Issue papers discuss current interests and concerns in Virginia higher education and offer a blueprint for the future. Issue papers address the topics of global education, goals of higher education, aging faculty, and student assessment. Institutional narratives are provided for 17 state-supported institutions, describing for each its history and development; purpose; extent of instructional, research, and public service activities; plans; results of student assessment activities; and a statistical profile. Briefer narratives are offered for 36 independent institutions. (JDD)

ED 318 383 HE 023 480

Muller, Carol B.
Hidden Passages to Success in the Academic Labor Market.
PUB DATE- 90
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- *Career Development; Career Planning; *Doctoral Degrees; Employment Patterns; Faculty; *Faculty Promotion; *Family Life; Higher Education; Home Management; Promotion (Occupational); Sex Differences; Success; Tenure
The paper considers new career patterns that may be developing for individuals in the academic profession. Data were collected from 293 men and women doctoral recipients in the years 1963-65 and 1970-72 in nine fields from three prestigious universities. The relationship between academic careers and family responsibilities from the time respondents received their degrees until 1983 were analyzed. Findings showed more flexibility within individual academic career patterns than previously noted in the literature. Some scholars used "hidden passages" to cope with some of the family pressures exerted on academic careers. Such coping mechanisms involved using such accepted academic opportunities as postdoctoral, visiting, or temporary appointments; research leave; part-time work; and delayed tenure review to accommodate individuals' parental roles in conjunction with academic careers. Includes 26 references. (Author/JDD)

ED 318 398 IR 014 295

Baker, Robert F.; And Others
Building Capacity for Improvement of Educational Practice: An Evaluation of NIE's State Dissemination Grants Program. Volume IV: A Study of the Development of Scales Measuring Dissemination Capacity.
NTS Research Corp., Durham, N.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 81
NOTE- 90p.; For volume I, see IR 014 293; for volume III, see IR 014 294; for volume V, see IR 014 296; volume II: 1979 State Abstracts is not available. For the 1978 state abstracts, see ED 178 099; for the 1979 interim report, see ED 184 532.
CONTRACT- 400-76-0166
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Educational Improvement; Educational Practices; Elementary Secondary Education; Federal Programs; Improvement Programs; *Information Dissemination; *Scaling; State Departments of Education; Tables (Data)
IDENTIFIERS- *Rasch Scaled Scores; State Capacity Building Program; *State Dissemination Grants Program
This report supplements the final evaluation of the State Dissemination Grants Program (SDGP), a major initiative within the mission of the National Institute of Education to assist state educational agencies in implementing, strengthening, and institutionalizing dissemination services that improve educational practice and equity. The introduction to this substudy explains that data collected for the final evaluation were subjected to a scaling analysis to: (1) confirm that indicants grouped together on the basis of their content were, in fact, measuring the same thing; (2) eliminate indicants not related to the other indicants in the facet; (3) parsimoniously summarize a large body of data; and (4) serve as a measuring device, by assigning facet scores to each scale for use in characterizing state capacity. The four main sections of this report discuss the five-component conceptual framework used to specify and organize the variables which define

the process of building state dissemination capacity; the scaling procedures and the application of Rasch scaling analysis; the degree to which the scales provide a developmental perspective to the capacity building process; and interpretation and utilization of the resultant information for program improvement. Data are presented in 13 tables and 14 figures. (NRP)

ED 318 052 CS 507 123

Pisoni, David B.; And Others
Research on Speech Perception. Progress Report No. 4, January 1977-September 1978.
Indiana Univ., Bloomington. Dept. of Psychology.
SPONS. AGENCY- National Institutes of Health (DHEW), Bethesda, Md.; National Inst. of Mental Health (DHEW), Rockville, Md.
PUB DATE- 78
NOTE- 270p.; For other reports in this series, see CS 507 124-129.
GRANT- MH-24027-04; NS-12179-03
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Acoustic Phonetics; *Auditory Perception; Communication Research; Computer Software Development; Infants; *Language Processing; Language Research; Linguistics; Speech
IDENTIFIERS- Indiana University Bloomington; *Speech Perception; Speech Research; Theory Development
Summarizing research activities from January 1977 to September 1978, this is the fourth annual report of research on speech processing conducted in the Department of Psychology at Indiana University. The report includes extended manuscripts, short reports, progress reports, and information on instrumentation developments and software support. The report contains the following eight articles: "Adaptation of the Relative Onset Time of Two-Component Tones" (D. B. Pisoni); "Identification and Discrimination of a New Linguistic Contrast: Some Effects of Laboratory Training on Speech Perception" (D. B. Pisoni and others); "Some Developmental Processes in Speech Perception" (R. N. Aslin and D. B. Pisoni); "Susceptibility of a Stop Consonant to Adaptation on a Speech-Nonspeech Continuum: Further Evidence against Feature Detectors in Speech Perception" (R. E. Remez); "Dual Processing vs. Response-Limitation Accounts of Categorical Perception: A Reply to Macmillan, Kaplan and Creelman" (A. J. Perey and D. B. Pisoni); "Perceptual Analysis of Speech Sounds by Prelinguistic Infants: A First Report" (R. N. Aslin and others); "KLTEXC: Executive Program to Implement the KLATT Software Speech Synthesizer" (D. Kewley-Port); and "Graphic Support for KLTEXC" (T. Carrell and D. Kewley-Port). Lists of publications and of laboratory staff and personnel conclude the report. (SR)

ED 318 065 CS 507 136

Hellweg, Susan A.; Berman, Stuart J.
Quality Circles: A Selected Review of the Literature.
PUB DATE- Nov 87
NOTE- 53p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Employer Employee Relationship; Literature Reviews; Organizational Climate; Organizational Communication; Organizational Development; Participative Decision Making; Productivity; *Quality Circles; Quality of Working Life
This paper reviews selected literature pertaining to quality circles (defined as a small group of people who meet voluntarily, on a regular basis, to learn and apply techniques for identifying, analyzing, and solving work-related problems), in particular that literature focusing on communication-related variables. It examines 52 studies from the communication, management, and organizational psychology literature, primarily in the area of employee and organizational effects of quality circle participation. The paper also offers directions for future research, particularly in the context of communication-related variables. Seventy references are attached. (Author/SR)

ED 318 092 EA 021 700

Thomas, Stephen B., Ed.
The Yearbook of Education Law 1989.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 89
NOTE- 281p.; For individual chapters, see EA 020 701-708. For 1988 yearbook, see ED 305 704.
AVAILABLE FROM- Publication Sales, National Organization on Legal Problems of Education, Southwest Plaza Building, 3601 S.W. 29th Street, Suite 223, Topeka, KS 66614 ($34.00 plus $2.00 postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- Athletics; Collective Bargaining; *Court Litigation; Educational Finance; Elementary Secondary Education; Federal Courts; Higher Education; *Legal Problems; *Legal Responsibility; Private Schools; Public Schools; *School Law; School Personnel; State Courts; Student School Relationship; Torts; *Yearbooks
IDENTIFIERS- Supreme Court

Judicial decisions affecting educational policy and management that were handed down in 1988 by state appellate courts and federal courts are summarized and analyzed in this book. The analyses, each written by one or more experts in education law, are divided into eight topical chapters: (1) employees; (2) bargaining; (3) pupils; (4) handicapped; (5) torts; (6) sports; (7) finance; and (8) higher education. The book includes a 14-page alphabetical index of cases cited in the text as well as a 5-page subject index. (MLF)

ED 318 326 HE 023 382

Alderman, Taylor
The Right Ball: A Primer for Management Negotiators in Higher Education.
College and Univ. Personnel Association, Washington, D.C.
REPORT NO.- ISBN-0-910402-83-3
PUB DATE- 89
NOTE- 173p.
AVAILABLE FROM- College and University Personnel Association, 1233 Twentieth St. NW., Suite 503, Washington, DC 20036 ($30.00 members; $45.00 non-members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- *Administrator Role; *Collective Bargaining; College Administration; *College Faculty; College Presidents; Communication (Thought Transfer); Governing Boards; Higher Education; Information Needs; Interprofessional Relationship; Language Usage; Management Teams; *Negotiation Agreements; Negotiation Impasses; News Media; *School Personnel; Strikes; Trustees; *Unions
IDENTIFIERS- *Noninstructional Staff

The manual is a guide for management representatives engaged in collective bargaining in higher education. It focuses primarily on faculty bargaining, but also addresses the problems of non-faculty units. It is intended for administrators, including governing board members, faced with significant responsibility for bargaining but without prior experience or training in labor relations. The first chapter outlines the university's reaction to the initial union drive to organize faculty or staff. Chapter 2 focuses on the president and board, and deals with key decisions that must be made before beginning negotiations. Beginning with chapter 3, the focus shifts to the president and chief negotiator, and covers the details of the bargaining process, including: gathering data, the first faculty contract, scope of negotiations, managing the management team, managing time and communication in negotiations, dealing with the news media, managing language in negotiations, suggestions for seven standard contract articles, getting negotiations under way, managing trade-offs in negotiation, strike preparations, dealing with third parties, coming to closure in negotiations, ratifying a tentative agreement, and living with the union. Appended materials include suggestions for further reading and a glossary. (MSE)

ED 318 355 HE 023 431

von Destinon, Mark
Descubriendo el Sueno: Programming for Success.
PUB DATE- Mar 90
NOTE- 17p.; Paper presented at the Annual Conference of the National Association of Student Personnel Administrators (72nd, New Orleans, LA, March 15, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; *College Seniors; Higher Education; *Mexican American Education; *Mexican Americans; *Performance Factors; State Universities; Student Attitudes
IDENTIFIERS- University of Arizona
Twenty-one fourth-year college students of Mexican-American ancestry attending the University of Arizona were interviewed to determine the unique qualities contributing to the students' persistence. The study used empowerment as its organizing model and identified institutional factors contributing to student success and persistence. Institutional factors reviewed include academic preparation, use of available student services, student/instructor interaction, and academic experiences. Among the findings were the following: financial aid and its bureaucratic processes represented a threat to students; a communal approach to family finances was typical; students reported confusion about their career options

after graduation; and, minority programs were important to women students, while male students used services available to all students. Includes 47 references. (JDD)

ED 318 414 IR 014 318

Sullivan, Christopher
Electronic Mail and Information Empowerment. The Impact of Computer Mediated Communications in the Florida State Legislature.
PUB DATE- Oct 89
NOTE- 30p.; Paper presented at the Annual Telecommunications Policy Research Conference (17th, Airlie House, Warrenton, VA, October 1-3, 1989). For other papers of this conference, see IR 014 305-322.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; *Electronic Mail; Online Systems; *Organizational Communication; *Telecommunications
IDENTIFIERS- *Computer Mediated Communication; *Florida; State Legislatures
Electronic mail is one of several telecommunications technologies that have become potent factors in modern organizational communication. The introduction of such sophisticated microelectronic technology into an organization can have a strong impact on the patterns of communication within that organization. This is the case for the Florida House of Representatives, which installed an electronic mail network during the latter part of 1988. Following introduction of this information technology, some communication patterns among the House staff remained the same, such as sending memos regarding meetings. The change came by increasing their messaging efficiency. Other communication patterns that emerged because of the technology changed the way work was done, such as joint ventures in the cooperative drafting of documents, made possible by the speed and document delivery functions of the electronic mail system. This paper discusses the changes in these and other communication patterns in the Florida House of Representatives, and presents a theoretical perspective on the impact of electronic mail in an information-intensive

organization. (15 references) (GL)

ED 318 428 IR 014 332

Davies, Jim
Artificial Intelligence, Expert Systems, Natural Language Interfaces, Knowledge Engineering and the Librarian.
PUB DATE- 87
NOTE- 13p.; Paper presented at the Pacific Conference on New Information Technology for Library and Information Professionals (1st, Bangkok, Thailand, June 16-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Artificial Intelligence; *Expert Systems; Information Retrieval; Information Systems; *Librarians; *Library Automation; *Library Role; Library Services; Library Technical Processes; Man Machine Systems; Technological Advancement; Users (Information)
IDENTIFIERS- *Natural Language Processing; User Cordial Interface
This paper begins by examining concepts of artificial intelligence (AI) and discusses various definitions of the concept that have been suggested in the literature. The nesting relationship of expert systems within the broader framework of AI is described, and expert systems are characterized as knowledge-based systems (KBS) which attempt to solve problems in the manner that humans do. Problem solving is viewed from the perspective of the library user

with emphasis placed on nontraditional approaches to knowledge seeking. Sociological, psychological, and cybernetic systems perspectives are then employed in order to see these information technology developments from a library user's perspective. Finally, KBSs are focused on and criteria for their establishment in libraries are listed. The natural language interface is seen as significant, and the pragmatic features of future library operations such as automated cataloging and the use of expert systems in the answering of reference inquiries, and document and information retrieval are examined. The application of AI in library situations is presumed to offer significant benefits and opportunities. (Author/SD)

ED 318 209 EC 230 839

Winters, Barry
Mentorships for Gifted/Creative/Talented Students.
PUB DATE- 89
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Creativity; Enrichment Activities; *Gifted; *Mentors; *Program Development; *Talent

The paper reviews the literature on the practice of mentoring as it applies to helping gifted/creative/talented students. It addresses: the attributes and traits of mentors and protegees; the roles of mentors; the relationship between mentors and students; how the needs of the gifted student might be filled through mentorship programs; and such program development concerns as program length, recruitment of mentors, selection criteria for mentors and protegees, and matching procedures. Includes 33 references. (JDD)

ED 318 281 FL 800 051

Holt, Grace D.
Parenting Curriculum for Language Minority Parents.
California State Univ., Sacramento. Cross-Cultural Resource Center.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 88
NOTE- 392p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Acculturation; Child Health; Citizenship Education; *Daily Living Skills; *English (Second Language); Family (Sociological Unit); Illustrations; Immigrants; Instructional Materials; Language Skills; Lesson Plans; Library Services; Limited English Speaking; *Literacy Education; Nutrition; *Parent Education; Parent School Relationship; Safety; School Registration; Second Language Instruction; Skill Development; Teaching Guides; Visual Aids; Workbooks

The curriculum consists of a workbook for language minority parents learning English as a Second Language and parenting skills, and a teaching activities guide for instructors. The guide, developed for both literate and non-literate adults, serves three purposes: (1) as a visual aid for the classroom, with pictures introducing English in situations relevant to parenting; (2) as a record for parents participating in the parenting class, for individual practice between classes; and (3) a guide for the teacher for further work in the parents' primary languages, addressing problems and concerns in parenting. Ideas for primary language instruction are included in the individual lesson plans for each unit, contained in the teaching guide. Curriculum unit topics include: education (school organization, registration, at school, parent-teacher communication, visiting your child's school, student evaluation); parenting (family, sharing feelings, developmental stages, helpful hints for parents, working within schedules, using the public library); nutrition (food groups, common foods in the United States, making wise food choices); math (cardinal and ordinal numbers, money, addition, subtraction, multiplication, division); health (children's health problems, forms of medicine, taking your child's temperature, dental health); safety (traffic and home); and citizenship (interview and naturalization). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 108 EA 021 743

Perrin, Kate; And Others
National Leadership Training Center: Leadership Curriculum Guide.
National Association of Secondary School Principals, Reston, VA. Div. of Student Activities.
REPORT NO.- ISBN-0-88210-164-1
PUB DATE- 85
NOTE- 213p.; A substantial portion of the document is printed on colored paper.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($25.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Curriculum; Decision Making; Group Dynamics; Interpersonal Communication; *Leaders Guides; *Leadership Training; Organization; Problem Solving; Secondary Education; Self Esteem; *Student Leadership; *Teaching Guides
Leadership training materials, to be used by both students and teachers, are organized in the following sections: (1) self-awareness; (2) what leadership is; (3) goal setting, the foundation of success; (4) communication, key to leadership; (5) organization, putting all the pieces together; (6) group process, working together; (7) problem solving, which is decision making; and (8) evaluation. Over half of the document consists of exercises and worksheets to be utilized with the above sections. Contained in the last section, "resources," are stories and proverbs; games; lists of films and videos for leadership education; and other resources. (MLF)

ED 318 135 EC 230 086

Maker, C. June
Curricula and Teaching Strategies for Gifted Students. Monograph Prepared for the Leadership Accessing Program.
Indiana State Dept. of Education, Indianapolis. Office of Gifted and Talented Education.; Purdue Univ., West Lafayette, IN. Gifted Education Resource Inst.
PUB DATE- 88
NOTE- 23p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Course Content; *Curriculum Design; *Curriculum Development; Economics Education; Educational Environment; Educational Principles; Elementary Secondary Education; *Gifted; History Instruction; Robotics; *Teaching Methods

A framework for curriculum design and a set of guidelines for curriculum development in gifted education are presented. The major dimensions guiding curriculum development for gifted students are: content, process, product, and learning environment. Curriculum content should be developed in such a way that it becomes more abstract, complex, varied, organized in larger chunks, economical with regard to details, comprehensive, and relevant for the future. Processes should include questioning strategies, open-ended activities, discovery learning, reasoning, student freedom of choice, active interaction among students, contact with mentors, fast pacing, and a constant varying of methods. Products should address real problems, communicate to real audiences, transform information, and be evaluated from several points of view. The learning environment should be student-centered, designed to foster student independence, open to new ideas, accepting, complex, and highly mobile. A series of teaching activities is described illustrating implementation of these educational principles in the areas of economics, historical research, and robotics. Includes five references. (JDD)

ED 318 165 EC 230 567

Spence, Ian; Stan-Spence, Aileen
Meeting "Learned Helplessness" Head on with "Active Learning."
PUB DATE- 27 Mar 90
NOTE- 16p.; Paper presented at the Annual Meeting of the Connecticut Association of Private Special Education Facilities (North Haven, CT, March 27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Modification; Classroom Environment; Elementary Secondary Education; *Helplessness; Intervention; *Learning Disabilities; *Metacognition; Psychological Patterns; *Teaching Methods
IDENTIFIERS- *Active Learning
Learned helplessness is an insidious condition involving undeveloped executive functioning, lack of persistence, and an undeveloped sense of connecting new words or concepts into a web of meanings. Remedial teaching in most small-group, diagnostic/prescriptive settings encourages continued learned helplessness because students are dependent on the teacher for guidance, and the accent is on content rather than learning strategies. The active learning environment used at Ben Bronz Academy, a secondary school for learning-disabled students in West Hartford, Connecticut, is a multi-faceted system built on a framework of metacognitive theory. It is designed to break the learned helplessness habit by constantly making the student aware of his passive style and helping him develop concrete tasks to substitute in its place. At Ben Bronz Academy, these deficit functions are mediated in two ways: the Instrumental Enrichment Program and the Active Learning Environment. In the Instrumental Enrichment Program, students learn problem-solving strategies through self-monitoring and self-mediation. The Active Learning Environment emphasizes metacognition, a point system to provide feedback on behavior, independence activities, hierarchies of strategies for important tasks, and a self-monitoring disciplinary system. A seven-item bibliography is included. (JDD)

ED 318 252 FL 018 471

Reck, Deborah L.
The HER Project: Homebound English for Refugee Women. Teacher's Manual and Student Book of Illustrations.
Tacoma Community House, WA.
PUB DATE- 82
NOTE- 435p.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Cambodians; Classroom Techniques; Cultural Traits; Curriculum Guides; Daily Living Skills; *English (Second Language); Grammar; *Home Instruction; Illiteracy; *Land Settlement; Laotians; Lesson Plans; *Refugees; Second Language Instruction; Self Evaluation (Individuals); Teacher Evaluation; Vietnamese People; Visual Aids; Vocabulary Development; Volunteer Training; *Womens Education

The Homebound English for Refugee Women project was designed to address the daily communication needs of homebound refugee women illiterate in their native languages. The curriculum presented here is for use by volunteers with little or no formal teacher training. The teacher's manual consists of two main parts: (1) suggestions to the volunteer concerning planning and conducting English-as-a-Second-Language (ESL) instruction with this population, and (2) materials for a series of 23 lessons. The part containing information for the volunteer teacher includes explanations of ESL, the target population, the purpose and use of the book, how to begin, what grammar is, and how to teach vocabulary and structure. It also provides guidance on practicing new material, selecting and using visual aids and materials, reviewing, pronunciation, listening skills, evaluation, correcting errors, teacher successes and pitfalls, lesson structure, lesson expression and directions, and daily lesson plans. The lessons section contains instructional materials on introductions, giving and getting personal information, telephone emergencies, home environment, money, days of the week, time, colors, food, family, health, bus transportation, clothes, household items, safety, signs, weather, post office, bank, school, calendar, community resources, and recreation. Appended are cultural notes on Cambodian, Vietnamese, and Laotian cultures, a glossary of ESL terms, a teacher self-evaluation form, and a 24-item annotated bibliography. The document also includes a Student Book of Illustrations; this contains numerous black and white drawings corresponding to the lessons in the teacher's manual as well as several simple writing exercises. (MSE)

ED 318 267 FL 018 520

Brown, Diane S.
Creative Testing in French Literature Courses.
PUB DATE- 83
NOTE- 7p.; In: Dimension: Languages 83. Proceedings of the Southern Conference on Language Teaching (19th, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; French; *French Literature; *Literary Criticism; *Literature Appreciation; *Reading Comprehension; Second Language Instruction; Second Language Learning; Test Format; *Testing
Four methods of measuring students' comprehension of French literature are discussed. The first method involves traditional comparison of themes or characters. Themes may concern war, women, or love, for example. Characters may be compared from the same or a different era or genre. The second approach uses the association of the material being studied with quotations from other sources, either by the same author or a different one. A comparison of quotations of French and non-French authors helps to demonstrate the universality of the French material and demonstrates the possibility of integrating two academic disciplines. A third method evolves from the extension of the coupling of two text types, and results in the organization of and active participation by the student in the concepts to be learned. Students must seek out an excerpt from a text and apply it in a different context. The fourth method involves self-projection by the student into another personality and/or time period. Specific examples of texts used with these approaches are presented for illustration. (MSE)

ED 318 370 HE 023 450

Whittaker, David, Ed.
International Relations, National Policies and Higher Education in the Pacific Region. Proceedings of the 1989 Annual Conference of the Pacific Region Association for Higher Education (10th, La Jolla, California, August 16-18, 1989).
California Univ., San Diego. Graduate School of International Relations and Pacific Studies.; Pacific Region Association for Higher Education.
REPORT NO.- ISBN-0-88865-192-9
PUB DATE- Feb 90
NOTE- 253p.
AVAILABLE FROM- David Whittaker, The University of British Columbia, Department of Educational Psychology, Faculty of Education, Vancouver, B.C., Canada V6T 1Z5.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Development; *Educational Environment; *Higher Education; *International Relations; International Trade; Leadership; Policy; Social Change; *Technological Literacy
IDENTIFIERS- *Pacific Region
The conference from which these proceedings is derived explored the issue of higher education in light of national political and social change, and the need for international competitiveness within the Pacific Region nations. The 17 papers are organized into seven topic sessions: (1) Policy Issues Influencing Higher Education in the Pacific Region, (2) Leadership Issues in Pacific Region Higher Education, (3) Educational Change in China, (4) Educational Changes in Japan, (5) Educational Technology in the Pacific Region, (6) Educational Change Related to Southeast Asia, and (7) Educational Changes in the Soviet Union. The keynote address and the presidential address are also included. Papers have the following titles and authors: "Second Thoughts on Higher Education and the Asia-Pacific Century" (Chung Won-shik); "The Role of Science Graduate Programs in the Pacific Region" (Akira Miyake); "The Impact of Civil Government Policies on International Higher Education in the Pacific Region" (Don Williams); "Multicultural/International Policy and Higher Education: A Canadian Case Study" (David Whittaker); "Educating Leadership for the Pacific Century" (Philip J. Bossert); "Leadership in Pacific Region Higher Education: The Problem of Internationalization" (Brent W. Poppenhagen); "Educating Managers for the Multicultural Workforce" (Jean Renshaw); "The Failure of Education Reform in China and the Student Movement as Academic Revolution" (Richard Hartnett); "The Task of Modernizing China: Necessary Changes in Her Educational Ideology" (Harmut Schweitzer); "Adult Higher Education in China: What Role Should Community Colleges Play?" (Yiping Wan); "The Rinkyoshin and Higher Education: Some Tentative Thoughts" (Edward R. Beauchamp); "Will One Have to be Trained 'Nationally' First in Order to be Educated 'Internationally'?" (Akira Tachikawa); "Promises of, Barriers to, and Administrative Strategies for, the Use of Educational Technology in Global and International Education" (Nancy M. Borton); "Computer Communications for International Education: The Future of Teaching in the Planetary Classroom" (Andrew Feenberg); "Progress of Hmong Students in Wisconsin Schools: Implications for Teacher Education" (J. Gordon Nelson); "Management Training Abroad: Do Developing Countries Get Their Money's Worth?" (Jamie Wallin); "Changing Higher Education in Siberia: Soviet Pacific Hopes" (Dale Heckman). (GLR)

ED 318 443 IR 014 353

LOGO K-12.
New York City Board of Education, Brooklyn, N.Y.
REPORT NO.- ISBN-0-88315-795-0
PUB DATE- 86
NOTE- 443p.
AVAILABLE FROM- New York City Board of Education, Curriculum Unit, P.S. 206, Room 310, Neck Road and East 22nd Street, Brooklyn, NY 11229.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Graphics; *Computer Literacy; *Computer Science Education; Curriculum Guides; Early Childhood Education; Elementary Secondary Education; Glossaries; *Microcomputers; *Programing;

Programing Languages; Special Education
IDENTIFIERS- *LOGO Programing Language
This curriculum guide presents lessons in the use of the LOGO programing language for students at all grade levels. The first section contains 19 lessons for the early childhood level, covering topics such as how computers work, directionality and moving the turtle, and creating designs. The 76 lessons for grades K-6 that are described in the next section cover such topics as the history and uses of computers, keyboarding, following directions, moving the turtle, LOGO commands, editing in LOGO, creating designs, and creating and moving sprites. The third section presents 70 lessons for grades 7-12 on topics such as applications of computers, word processing, LOGO commands, recursive programming, using variables, creating designs, LOGO programs, writing with LOGO, LOGO sounds and music, random procedures, and function machines. Performance objectives, vocabulary, motivation, aim, development, application, summary, and exercises are included for most lessons. The appendixes include a discussion of computers and special education students; and a glossary of computer terms. (MES)

ED 318 066 CS 507 138

Brown, Stuart C.
Value in the New Rhetoric: I. A. Richards and the Necessity of "Ethos."
PUB DATE- Mar 90
NOTE- 15p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Communication (Thought Transfer); *Hermeneutics; Language Role; *Mediation Theory; *Persuasive Discourse; Reader Text Relationship; *Rhetorical Criticism; *Self Actualization
IDENTIFIERS- Aristotle; Author Text Relationship; Dialectic (Concept); Ethos; *Literary Theory; Plato of Athens; *Richards (I A); Textual Analysis
In much current literary and rhetorical theory, analysis of text assumes greater authority than the text and its creator. Through a reexamination of the ancient Greeks' notion of "ethos" (the residue of the writer or speaker in the text), the writer, reader, and text can be reunited, particularly in light of the theory of meanings proposed by I. A. Richards. Richards asserted that self can be discovered through a discovery of meaning. To Richards, the text, as the work of the writer or speaker, cannot be ignored by the reader or listener, who is to derive approximate meaning. Arriving at meaning is an investigation into the psychology of the reader, the text, and the writer. The writer's character, as reflected by the text, meets the character of the reader through the mediation of the text. To Richards, language may be the only means by which human development can continue. Closer examination of the ethos of both writer and reader leads each to a greater understanding of the other and the other's misunderstandings. (Five notes are included; 23 references are attached.) (SG)

ED 318 122 EA 021 785

Success for All in a New Century: A Report by the Council of Chief State School Officers on Restructuring Education.
Council of Chief State School Officers, Washington, D.C.
PUB DATE- Nov 89
NOTE- 59p.
AVAILABLE FROM- Publication Sales, Council of Chief State School Officers, 379 Hall of the States, 400 North Capitol Street, N.W., Washington, DC 20001-1511 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Administrator Role; Curriculum Development; *Decentralization; Elementary Secondary Education; *Governance; *High Risk Students; Participative Decision Making; *School Based Management; School Choice; School Organization; *Teacher Role
IDENTIFIERS- *Educational Restructuring

For all students to become responsible citizens and productive workers, the nature of "effective learning" and the characteristics of schools providing it must change. This report reviews the value and potential of various proposals to change the instruction of at-risk students from a pedagogy of minimal basic skills to a pedagogy of learning that is critical, diagnostic, adaptable, and long-lasting. The report categorizes restructuring efforts, identifies elements within each category, and discusses how their restructuring could lead to improved learning for all students. The first of three sections examines state school restructuring efforts. The second section reviews district level initiatives, and the third section outlines several restructuring projects promoted by national organizations and individuals. The sections discussing state and district initiatives focus on four educational variables: (1) school governance changes, involving decentralization of authority to the school site and flexible enrollment options; (2) the nature and organization of curriculum and instruction, or efforts to provide a creative, flexible, and challenging education for all students; (3) new professional roles for educators; and (4) accountability emphasizing performance-based outcomes. An appendix includes a policy statement and lists principles for change and enabling strategies for states. (63 references) (MLH)

ED 318 150 EC 230 552

Goldman, Shelley V.; And Others
"What Is the Meaning of..." Finding Links between Science and Literacy
PUB DATE- Mar 89
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, March 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; *Computer Networks; Computer Software; *Deafness; Elementary Secondary Education; Instructional Effectiveness; Interpersonal Communication; *Literacy Education; Local Area Networks; *Reading Skills; *Science Instruction; Time on Task; *Writing Skills
The paper reports on the application of a computer local area network and software to develop both literacy skills and science content knowledge in 15 deaf students. The network approach allows for interaction between a large number of students and the teacher both within and outside the context of the lesson and utilizes support programs to allow students to participate in group exercises. The network was used with an earth science instructional program which requires extensive reading and writing as students communicate with each other and the teacher and as they complete the instructional tasks. Preliminary evaluation indicates increased student time on literacy activities. Analysis of electronic mail messages and instructional responses allowed teachers to obtain more reliable information about student instructional needs. Includes four references. (DB)

ED 318 180 EC 230 585

Griffey, Quentin L.; Griffey, Ann M.
The Abuse and Neglect of Exceptional Children in North Carolina.
PUB DATE- 89
NOTE- 23p.; Best available copy.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavior Disorders; *Child Abuse; *Child Neglect; Elementary Secondary Education; Emotional Disturbances; *Incidence; Knowledge Level; Learning Disabilities; Legal Responsibility; Mental Retardation; Special Classes; Student Characteristics; *Teacher Attitudes; *Teacher Role
A survey of 163 special educators in North Carolina examined aspects of abuse and neglect of their students over the last 3 years. Students were mentally handicapped (MH), learning disabled (LD), or behaviorally/emotionally handicapped (BEH). Of the respondents, 43% stated that they had reported at least one case of suspected abuse or neglect during the 3-year period. Many teachers were dissatisfied with Department of Social Services investigation and feedback. Of current students, 9.5% were suspected of being neglected and 5.2% of being abused. More BEH students (24%) than MH (17%) or LD (11%) were suspected of being abused or neglected. Though only 38% of teachers had had training in abuse and neglect, 91% indicated they would like training. One third of the teachers did not know they were immune from legal prosecution for reporting suspected cases. Almost all teachers believed students should receive instruction in abuse and neglect prevention. The remainder of the paper provides a mini-course on abuse and neglect in sections on: (1) indicators of abuse and neglect, (2) reporting policies and procedures for teachers, and (3) ways that teachers can serve the needs of abused and neglected students and their families. Contains 12 references. (DB)

ED 318 210 EC 230 864

Making a New Start: Redefining the Role of the School in Helping People with Severe Disabilities To Prepare for Life and Preparing for Transition: Helping Young People with Severe Disabilities To Prepare for Life. Executive Summary.

New Hampshire State Dept. of Education, Concord. Special Education Bureau.; New Hampshire State Developmental Disabilities Council.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 88
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Agency Cooperation; Curriculum Development; *Educational Objectives; *Educational Policy; *Education Work Relationship; Employment Opportunities; Independent Living; Institutional Cooperation; Models; Program Effectiveness; Secondary Education; *Severe Disabilities; Social Integration; Teacher Education; *Transitional Programs
IDENTIFIERS- New Hampshire

This background paper seeks to clarify the concept of transition for students with severe disabilities and to describe New Hampshire's response to the federal school-to-work initiatives. A conceptual framework is presented for linking educational outcomes more closely with improved adult life expectations. The framework seeks to encourage local education agencies to review their traditional curricula and develop transition programs which provide greater real-world opportunities for students with severe disabilities. Following a discussion of the historical development of transition, various transition models are described. Current practices and problems in transition programming are outlined, focusing on four key issues: curriculum, coordination, teacher preparation, and employment options. Ten policy recommendations are offered for promoting a statewide transition initiative. A separate executive summary of the paper is attached, under the title "Preparing for Transition: Helping Young People with Severe Disabilities to Prepare for Life." The executive summary provides background information and an identification of the problem, lists important ingredients of successful transition programs, and asks 15 questions to evaluate the effectiveness of secondary educational programs. (The document includes over 70 references.) (JDD)

ED 318 224 FL 018 254

Glisan, Eileen W.
Teaching Grammar and Vocabulary for Proficiency.
PUB DATE- 88
NOTE- 16p.; In: Perspectives in Foreign Language Teaching. Proceedings of the Annual Conference on the Teaching of Foreign Languages and Literatures (12th, Youngstown, OH, October 21-22, 1988); see FL 018 244.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Grammar; *Language Proficiency; Second Language Instruction; Skill Development; Small Group Instruction; Teaching Methods; *Vocabulary Development
The adoption of proficiency-based principles in second language teaching does not mean using a new method of instruction, but rather providing maximum opportunities for students to perform communicative linguistic tasks in a variety of contexts and with a given degree of accuracy. This definition has implications for the learning and teaching processes. Students need to internalize vocabulary in order to understand and access it effectively, and need to develop personalized vocabulary in order to talk about their own worlds. Grammar can be more effectively taught as a means of communication if it is integrated with functions and contexts. Students will gain better control over structures and retain them longer if they practice with small chunks of grammar. An effective way to select grammar is to examine the frequency of structures in authentic discourse. Opportunities for developing thinking skills and communication can be maximized by using pair and group work techniques. In beginning language instruction, students internalize grammar and vocabulary more quickly and easily if exposed to oral input prior to seeing written language. From the beginning, students should be taught strategies for listening, and should have exposure to authentic listening and reading materials. Sample French vocabulary and Spanish grammar lessons incorporating these principles are presented. (MSE)

ED 318 238 FL 018 454

Berney, Tomi D.; Alvarez, Rosalyn
Bilingual Education and Career Awareness Program. Project BECA, 1987-88. OREA Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

PUB DATE- Apr 89
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; *Bilingual Education Programs; Business Education; *Career Awareness; *Curriculum Development; *English (Second Language); Extracurricular Activities; Federal Programs; Industrial Arts; Mathematics Instruction; *Native Language Instruction; *Parent Participation; Program Descriptions; Program Evaluation; School Counseling; Science Instruction; Secondary Education; Second Language Instruction; Social Studies; Staff Development; Urban Education
IDENTIFIERS- Content Area Teaching; New York City Board of Education; *Project BECA NY

Project BECA (the Bilingual Education and Career Awareness program) served 346 students at Adlai E. Stevenson High School in New York City in its second year of extension funding. Participating students received instruction in English as a Second Language (ESL), native language arts (NLA), content area subjects, bilingual industrial arts, and business education. The program also provided counseling, staff development, curriculum development, and extracurricular and parent involvement activities. Although students at all grade levels made significant gains in English language proficiency, only advanced students met the proposed ESL objective. The NLA objective was met. Science and business education objectives were met in both semesters, and the social studies objectives were met in the spring semester. Inadequate information was available on the industrial arts and suspension objectives. Attendance, staff development, and guidance and counseling objectives were met. Curriculum development and extracurricular activity objectives were only partially achieved, and mathematics and parental involvement objectives were not met. Recommendations for program improvement include assignment of a family assistant to the program, offering of the same vocational and career concentration courses offered to mainstream students, improved coordination of efforts, more comprehensive programming for overage students, and easier student access to nursery facilities. (MSE)

ED 318 296 FL 800 109

Verplaetse, Lorrie
English in the Garment Shops.
Southeastern Massachusetts Univ., North Dartmouth. Arnold M. Dubin Labor Education Center.
PUB DATE- 90
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civil Liberties; Compensation (Remuneration); Daily Living Skills; Employer Employee Relationship; *Employment; *English (Second Language); *Fashion Industry; Information Seeking; Instructional Materials; *Labor Education; Limited English Speaking; *Literacy Education; Second Language Instruction; Self Expression; Supervisors; Telephone Usage Instruction; Unions; Vocabulary Development; *Vocational English (Second Language); Work Environment
IDENTIFIERS- *Workplace Literacy
This text for limited-English-speaking workers in the garment industry consits of illustrated vocabulary words, grammar lessons, narratives or brief readings, and exercises on employment-related topics. The first section focuses on shop talk, including job-specific vocabulary, simple expressions and explanations, social language, seeking and giving information orally or on forms, job titles and duties, daily schedules and expressions of time, individuals in the immediate work space, the plant, expressing opinions or describing problems, and telephone skills. The second section addresses workers' rights and unions. Topics in this section include identifying problems and describing them to the floorlady, filling out and filing workman's compensation reports, describing working conditions and problems to a supervisor, asserting oneself on compensation issues, expressing needs and problems to the union steward, describing health problems, understanding and expressing basic union and civil rights, understanding union struggles for rights, and making changes using union grievance and other procedures. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 311 HE 023 299

Greene, Howard; Minton, Robert
Beyond the Ivy Wall: 10 Essential Steps to Graduate School Admission.
REPORT NO.- ISBN-0-316-32684-4
PUB DATE- 89
NOTE- 198p.

AVAILABLE FROM- Little, Brown and Company, 34 Beacon Street, Boston, MA 02108 ($12.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Choice; *College Admission; *College Choice; Decision Making; Eligibility; *Graduate Study; Higher Education; Student Financial Aid; Writing Skills

This guide for students, who are considering graduate school, offers specific guidelines organized in the form of 10 "steps". The introductory chapter identifies three goals in graduate study: to qualify professionally, to improve career posture, and to provide the satisfaction that higher learning offers. A chapter is given, devoted to each of the following 10 steps: (1) identify yourself as a potential professional making sure you are suited by temperament and aptitude for a particular graduate program; (2) gain an understanding of graduate education and admission procedures; (3) explore graduate program opportunities and the variety of degree offerings; (4) determine your academic qualifications for graduate school; (5) prepare for crucial graduate tests; (6) strengthen your writing skills in preparation for submitting personal statements or essays in the application process; (7) get "real world" experience in a job or internship in the desired field; (8) market your strengths to admissions committees; (9) examine the many ways to finance graduate education; and (10) prepare applications carefully keeping records of all correspondence. A variety of suggestions and a checklist are provided for each of the 10 steps. Appendixes provide brief case histories and sample letters of recommendation. The bibliography cites 59 references. (DB)

ED 318 341 HE 023 417

Tan, David L.
Strategic Planning in Higher Education: Varying Definitions, Key Characteristics, Benefits, Pitfalls, and Good Approaches.
PUB DATE- 1 Mar 90
NOTE- 12p.; Paper presented at the Southwest Society for College and University Planning (Tucson, AZ, March 1, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cooperative Planning; *Decision Making; Definitions; Educational Change; *Educational Planning; *Higher Education; *Institutional Administration; Institutional Environment; *Long Range Planning; Models; Systems Approach
IDENTIFIERS- *Strategic Planning
Planning in higher education has evolved as a response to changes in the environment, such as expanding enrollments, student unrest, economic recession, and pressures for financial accountability. Strategic planning has emerged as one way institutions can handle and overcome the adversities of the future. Definitions of strategic planning are presented. Strategic planning is characterized as an ongoing, pro-active, research-based, prioritized, situational process employing the systems approach, considering the external environment, promoting optimization and financial vitality, developing links to budgeting, and involving evaluation. Strategic planning is beneficial in that it can provide: a conceptual framework for decision making, a better intra-institutional understanding and cooperation among campus constituents, a means for institutions to cope with and survive the turbulent environment ahead, a means for rethinking institutional missions, a more comprehensive and pro-active approach to decision making, improvement in campus community morale, and improvement in institutional image. Six pitfalls in strategic planning, such as overemphasizing quantitative data and theories, and five good approaches, such as involving a good representation of the campus community in the planning process, are described. The paper concludes with a model of strategic planning and 13 references. (JDD)

ED 318 384 HE 023 481

Seppanen, Patricia S.
Promoting Voluntary Interorganizational Arrangements: An Analysis of Three School-College Collaborative Projects in Massachusetts.
PUB DATE- 16 Apr 90
NOTE- 67p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *College School Cooperation; *Consultation Programs; Cooperative Programs; Educational Cooperation; Educational Improvement; Elementary Secondary Education; *Government Role; Higher Education; Program Effectiveness; Public Schools; *State Departments of Education; State Programs
IDENTIFIERS- Massachusetts; *Massachusetts Board of Regents of Higher Education

Three case studies of interorganizational arrangements between public school districts and a college/university are used to illustrate how a state higher education agency (the Massachusetts Board of Regents of Higher Education) promoted voluntary, lateral relationships to strengthen local school educational programs. A within-case analysis documented project activities and outcomes, and described how and why each interorganizational arrangement operated as it did. The four major types of activities and services offered through each project were found to include: (1) direct services to students; (2) improvement of school practices through training for teachers; (3) publication of newsletters; and (4) consultation/technical assistance to service providers in the schools. These services were found to involve limited direct intervention in the schools, and their design minimized risk, exposure, or additional responsibility for college or district personnel. They were rarely coordinated to promote schoolwide change. The success of the projects was largely defined in terms of the number of students or teachers who enrolled in an activity and their satisfaction. Neither the process of collaboration nor more long-term outcomes related to the effectiveness of the projects in promoting school improvement were stressed by the Regents or the participating organizations. Includes 54 references. (JDD)

ED 318 053 CS 507 124

Pisoni, David B.; And Others
Research on Speech Perception. Progress Report No. 5, October 1978-August 1979.
Indiana Univ., Bloomington. Dept. of Psychology.
SPONS. AGENCY- National Institutes of Health (DHEW), Bethesda, Md.; National Inst. of Mental Health (DHEW), Rockville, Md.
PUB DATE- 79
NOTE- 493p.; For other reports in this series, see CS 507 123-129.
GRANT- MH-24027-05; NS-12179-04
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Acoustic Phonetics; *Auditory Perception; Communication Research; Computer Software Development; Higher Education; Infants; *Language Processing; Language Research; Linguistics; Speech
IDENTIFIERS- Indiana University Bloomington; *Speech Perception; Speech Research; Theory Development
Summarizing research activities from October 1978 to August 1979, this is the fifth annual report of research on speech processing conducted in the Department of Psychology at Indiana University. The report includes extended manuscripts, short reports, progress reports, and information on instrumentation developments and software support. The report contains the following 15 articles: "Some Measures of Intelligibility and Comprehension" (D. B. Pisoni); "Discrimination of Relative Onset Time of Two-Component Tones by Infants" (P. W. Jusczyk and others); "Infants' Discrimination of Full and Partial Cues to Places of Articulation in Stop Consonants" (A. Walley); "Some Experiments on Perceptual Learning of Mirror-Image Acoustic Patterns" (M. E. Grunke and D. B. Pisoni); "On Set-Induction in Sentence Perception" (R. E. Remez and others); "Some Perceptual Dependencies in Speeded Classification of Vowel Color and Pitch" (T. D. Carrell and others); "Adaptation and Contrast in the Perception of Voicing" (J. R. Sawusch and P. Jusczyk); "Some Remarks on the Perception of Speech and Nonspeech Signals" (D. B. Pisoni); "Continuous Spectral Change as Acoustic Cues to Place of Articulation" (D. Kewley-Port); "Individual Infants' Discrimination of VOT: Evidence for Three Modes of Voicing" (R. N. Aslin and others); "Effects of Early Linguistic Experience on Speech Discrimination by Infants: A Critique of Eilers, Gavin and Wilson (1979)" (R. N. Aslin and D. B. Pisoni); "Fundamental Frequency as a Cue to Postvocalic Voicing: Some Data from Perception and Production" (T. M. Gruenenfelder); "Measuring Lexical Access during Sentence Processing" (M. A. Blank); "Speech Perception Laboratory: Current Computer Resources" (J. C. Forshee); and "SPECTRUM: A Program for Analyzing the Spectral Properties of Speech" (D. Kewley-Port). Lists of publications and of laboratory staff and personnel conclude the report. (SR)

ED 318 079 EA 021 598

Jones, Judith E.
Changing Needs for a Changing Future: The Need for Educational Leadership.
National Center for Children in Poverty, New York, NY.
PUB DATE- 89
NOTE- 23p.; Keynote address before the Leadership Seminar on Special Programs of the Texas Education Agency (Austin, TX, June 14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Dropout Rate; Early Intervention; *Economic Factors; *Educational Change; Educational Environment; *Educational Improvement; Elementary Secondary Education; *High Risk Students; *Leadership; Minority Groups; One Parent Family; Parent Participation; Parent School Relationship; Participative Decision Making; *Poverty; School Age Day Care; School Based Management; School Demography; School Effectiveness; Teacher Effectiveness; Teacher Student Relationship
The National Center for Children in Poverty was initiated to strengthen programs and policies for the 5 million children under the age of 6 and their families who live in poverty in America. In this, address the director of the National Center for Children in Poverty summarizes some of the statistics on poverty in Texas and in the nation and outlines research-backed characteristics of education that are relevant to children at risk. Among these are the following: (1) the learning of a new language should be viewed as additive, not as a substitute for a native language; (2) teacher responsiveness is integral to learning; (3) standards and warmth are important components of teaching effectiveness; (4) parent involvement enhances the school environment; (5) shared decision-making at the school level can create an improved environment for teaching and learning; (6) teacher enablement is critical to improving schools; and (7) schools need to respond to family needs and working mothers. Examples of these factors in practice are cited. (13 references) (MLF)

ED 318 093 EA 021 701

Mawdsley, Ralph D.
Employees.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 89
NOTE- 32p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law, 1989. National Organization on Legal Problems in Education, 1989 (EA 021 700), p1-31.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- Certification; Civil Liberties; Contracts; *Court Litigation; Dismissal (Personnel); Due Process; Elementary Secondary Education; *Employer Employee Relationship; *Equal Opportunities (Jobs); Legal Responsibility; *Public Schools; Reduction in Force; *School Law; *School Personnel; Teacher Rights; Tenure

This chapter covers the nearly 230 cases reported in 1988 involving precollegiate, public-sector employees. Those cases where purely procedural issues are involved are omitted, and procedural issues in the remaining cases are deemphasized. As in previous years, the section on dismissal, nonrenewal, demotion, and discipline has the greatest concentration of cases. Legal issues covered by the review are organized in the following sections: (1) discrimination in employment by race, religion, sex, age, or handicap; (2) substantive constitutional rights including freedom of speech and association, along with issues of privacy and substantive due process; (3) procedural due process; (4) issues of dismissal, nonrenewal, demotion, and discipline (for insubordination, unprofessional conduct, unfitness, immorality, or incompetence); (5) reduction in force and involuntary leaves of absence; (6) contractual disputes; (7) tenure; and (8) certification, decertification, revocation, and suspension. (MLF)

ED 318 109 EA 021 744

Goldman, Harvey; Intriligator, Barbara
Factors That Enhance Collaboration among Education, Health and Social Service Agencies.
PUB DATE- 90
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; Competition; *Coordination; *Disabilities; Early Childhood Education; *Educational Needs; Infants; *Mental Health Programs; Resource Allocation; *Social Agencies
IDENTIFIERS- *Education of the Handicapped Act Amendments 1986
In 1986, Congress passed Part H of P.L. 99-457 (the Education of the Handicapped Act) to address the educational, social, and health needs of handicapped and developmentally disabled infants and their families. Since this population's needs could not be addressed independently, each state was expected to develop collaborative organizational structures and processes through appointment of an Interagency Coordinating Council. Relatively autonomous state and local agencies were now being asked to become interdependent and establish ways to share or reallocate existing resources. The study summarized in this report examines the ability of state agencies to collaborate and factors contributing to interagency effectiveness. Over an 18-month period, 3 interagency units within a single state were examined: (1) the Interagency Coordinating Committee; (2) the Interagency Placement Committee (for coordinating placement of acutely disabled children); and (3) the Interagency Committee for Children with Special Needs. The interagency units were analyzed according to eight effectiveness factors: objectives, policies, structure, resources, loyalty, agreement, decision-making, and personnel roles. They were also ranked on a continuum of cooperation-coordination-collaboration. The first two units were judged as effectively collaborative; the third was considered dysfunctional. Findings show that collaboration is not always an appropriate interagency strategy. Other conclusions are discussed at length. (MLH)

ED 318 194 EC 230 599

Schrak, MaryGrace
Reducing the Amount of Physical Contact among Students in a Special Education Classroom.
PUB DATE- 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aggression; *Behavior Modification; *Behavior Problems; *Classroom Techniques; Discipline; Elementary Education; Intervention; *Positive Reinforcement; Student Behavior
The study sought to reduce physical contact among students in a special education classroom and to reduce inappropriate contact with classroom objects or materials. Four students, aged 7-9, who exhibited disruptive classroom behavior, were the subjects. During small-group mathematics instruction, three rules of discipline were explained to the students. For each 3-minute period that a student followed the three rules, he or she received a colored chip. Chips were later counted and turned in to receive an edible reinforcer. With each passing day of week 1, the total number of disruptive behaviors gradually decreased, with the most dramatic decrease occurring between the first and second day. During a fading period, the number of chips required to earn the reinforcement was increased and the number of minutes required with no disruptive behavior was increased. The intervention was concluded to be successful and applicable to most special education classes for 6-to-14-year-olds and to most regular education classes from grades K-3. (JDD)

ED 318 356 HE 023 432

The Future of Tennessee: Higher Education 1987-1993.
Tennessee Higher Education Commission, Nashville.
PUB DATE- 87
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Desegregation; Educational Finance; *Educational Objectives; *Educational Policy; Educational Principles; Educational Quality; *Higher Education; Long Range Planning; *Master Plans; Mission Statements; Postsecondary Education; School Business Relationship; School Community Relationship; State Colleges; *Statewide Planning
IDENTIFIERS- *Tennessee

This master plan for higher education in Tennessee sketches a framework for the continued improvement of postsecondary institutions and emphasizes the critical links between higher education and other components of the state. A set of principles and achievement targets undergirding the master plan are outlined. Specific action is called for in several areas of undergraduate education, graduate education, teacher preparation, and the non-public sector of postsecondary education. Higher education is urged to intensify its commitment to enhance the quality of life through closer links with industry, social organizations, governmental agencies, and art and cultural outreach programs. Additional investments in higher education are recommended for faculty and staff, library resources, equipment, and facilities. Desegregation of students, faculty, and staff at each of the public colleges and universities is also a priority. The governance system must devise innovations to achieve excellence, through assessment, incentive funding, and licensure of quality programs. Appendices contain enrollment projections for each state-supported institution, job placement rates, graduation rates, desegregation objectives, and guidelines for the development of mission statements. (JDD)

ED 318 399 IR 014 296

Madey, Doren L.; And Others
Building Capacity for the Improvement of Educational Practice: An Evaluation of NIE's State Dissemination Grants Program. Volume V: Executive Summary of the Final Report.
NTS Research Corp., Durham, N.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 81
NOTE- 20p.; For volume I, see IR 014 293; for volumes III-IV, see IR 014 294-295; volume II: 1979 State Abstracts is not available. For the 1978 state abstracts, see ED 178 099; for the 1979 interim report, see ED 184 532.
CONTRACT- 400-76-0166
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Improvement; Educational Practices; Elementary Secondary Education; *Federal Programs; *Improvement Programs; *Information Dissemination; State Departments of Education
IDENTIFIERS- State Capacity Building Program; *State Dissemination Grants Program
This report summarizes the major findings and recommendations of the final evaluation of the State Dissemination Grants Program (SDGP), a major initiative within the mission of the National Institute of Education to assist state educational agencies (SEAs) in implementing, strengthening, and institutionalizing dissemination services that improve educational practice and equity. After brief descriptions of SEA dissemination systems, the SDGP, and the evaluation study, a summary of findings notes that dissemination capacity was being built. Factors affecting the building of capacity are then delineated as state factors, program design and management factors, and other structural factors, and four major recommendations are stated. Addenda include a description of data sources and collection methods, and a map showing states that received grants through the program. (NRP)

ED 318 415 IR 014 319

Lyons, Patrice A.
Policy Issues in Computer Networks: Multi-Access Information Systems.
PUB DATE- Oct 89
NOTE- 24p.; Paper presented at the Annual Telecommunications Policy Research Conference (17th, Airlie House, Warrenton, VA, October 1-3, 1989). For other papers of this conference, see IR 014 305-322.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; *Copyrights; *Databases; *Information Systems; *Intellectual Property; Online Systems; *Ownership; Privacy; Telecommunications
IDENTIFIERS- Digital Libraries
As computer databases become more publicly accessible through public networks, there is a growing need to provide effective protection for proprietary information. Without adequate assurances that their works will be protected, authors and other copyright owners may be reluctant to allow the full text of their works to be accessed through computer networks. There may also be a hesitancy on the part of users, such as librarians, to avail themselves of the material that may be accessible online, where the terms and conditions of access, if any, are unclear, or where the costs are prohibitive. The development of transactional frameworks for the collection and distribution of royalties in connection with computer networks, including possible mechanisms for obtaining required permissions online, is by far the most important undertaking in this context. However, there are several related measures that also require clarification in order that computer networks may achieve their promise of wide-spread access to information in electronic form. The paper discusses five issues that require further consideration: (1) ownership of rights in pre-existing works; (2) copyrightability of databases; (3) the Electronic Communications Privacy Act; (4) identification and intellectual property; and (5) digital libraries. (GL)

ED 318 429 IR 014 333

Brock, Mark N.
The Computer as Writing Tutor: Is There a Place in the Process for Computer-Based Text Analysis?
PUB DATE- 88
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Computer Assisted Instruction; *English (Second Language); *Expert Systems; Feedback; Higher Education; Student Attitudes; *Word Processing; *Writing Improvement; Writing Skills
IDENTIFIERS- *Critique (IBM); Natural Language Processing

An investigation of two approaches to individualized computer-assisted instruction in ESL (English as a Second Language) was conducted. One treatment group, consisting of two university students, received exclusively product-oriented feedback, while the other group of two students received exclusively process-oriented feedback. In the product-oriented group, conferences centered on feedback from an experimental text analysis program, IBM's Critique. Tutoring in the other group centered on the use of a word-processing program for generating and revising content and organization. Subjects met individually with the tutor and wrote the same number of drafts on the same general topics. It was found that the group using the text analysis program and receiving exclusively product-oriented feedback produced a higher proportion of short sentences, shorter drafts, and fewer meaningful revisions than the group receiving process-oriented feedback. Both groups expressed positive attitudes overall, though the degree of positive reaction in the text analysis group diminished somewhat in the course of the study. (22 references) (Author/SD)

ED 318 136 EC 230 087

Callahan, Carolyn M.
Program Evaluation as an Essential Component of Programs for the Gifted and Talented. Monograph Prepared for the Leadership Accessing Program.
Indiana State Dept. of Education, Indianapolis. Office of Gifted and Talented Education.; Purdue Univ., West Lafayette, IN. Gifted Education Resource Inst.
PUB DATE- 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Elementary Secondary Education; *Gifted; *Program Evaluation; *Research Problems; *Talent
A rationale is presented for the systematic evaluation of gifted/talented education programs, citing the consequences of failure to carry out such evaluation. Historically, evaluation of gifted programs was not emphasized, as the evaluation process involved experimental designs, control groups, and parametric statistics which could only be understood by select statisticians or experimental psychologists. A new subscience has emerged which focuses not only on student outcomes but also on program delivery processes, program milieu, resource inputs, and other factors. Fourteen pitfalls to be avoided in the program evaluation process are explored. These pitfalls include failing to recognize assumptions, avoiding "hard" or "uncomfortable" issues, and assuming that qualitative evaluation will be easier than quantitative evaluation. (14 references) (JDD)

ED 318 268 FL 018 521

Jackson, Shirley M.
Getting Started: The Foreign Language Teacher and Computer-Assisted Instruction.
PUB DATE- 83
NOTE- 7p.; In: Dimension: Languages 83. Proceedings of the Southern Conference on Language Teaching (19th, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Computer Assisted Instruction; Computer Assisted Testing; *Computer Literacy; Departments; Higher Education; *Inservice Teacher Education; *Instructional Effectiveness; *Language Teachers; Program Descriptions; Recordkeeping; Second Language Instruction
IDENTIFIERS- *University of the District of Columbia
Foreign language teachers should become familiar and comfortable with computers. Learning about computers and their applications to the foreign language instructional process will provide teachers with the information needed to examine issues related to the new technology and stimulate discussion of its implementation in the school. All educators should be aware of the advantages and disadvantages of computer-assisted instruction (CAI). Many computer literacy courses give teachers general knowledge of how computers work, familiarity with terminology, an idea of significant events

in the history of computers, and the ability to read and write simple programs. While programming knowledge is not essential to the teacher, it is helpful. CAI is of obvious use in testing and record-keeping, but can also aid in conducting tutorials, freeing valuable teacher time. In 1982, The University of the District of Columbia foreign language department established a computer committee and began a CAI training course for faculty. The course eliminated all but the essentials of a computer literacy course, in order to stimulate faculty use of computers. Responses to a committee-member designed questionnaire indicated faculty concerns about computer use. The real value of the computer to the foreign language learner lies in the use made of it by the teacher. (MSE)

ED 318 282 FL 800 069

Colon, Maria, Comp.; And Others
Oral History Project: Advanced ESL Class, Local 259 U.A.W. 1985-86.
PUB DATE- 18 Jun 86
NOTE- 56p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - General (020)
DESCRIPTORS- Electronics Industry; *English (Second Language); Inplant Programs; Interviews; *Labor Education; *Literacy Education; *Oral History; Personal Narratives; Second Language Instruction; Spanish Speaking; Student Projects; Unions; *Writing Exercises
A class project undertaken in an English-as-a-Second-Language class is described and presented. Students participating in the project were union employees in a Manhattan electronics factory, and most were native Spanish speakers. The project's objective was to

produce an illustrated book and tapes to document work and union experience in the factory, using the oral history process, and to, simultaneously develop student literacy skills and foster reflection and criticism about factory conditions. The resulting publication, entitled "The Life of I.E.H. People in Local 259," consists of a series of personal histories of workers and interviews of the chief shop steward, quality assurance control director, and two long-time company workers. Some photographs are included, but may not reproduce well. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 327 HE 023 383

Weimer, Maryellen
Improving College Teaching: Strategies for Developing Instructional Effectiveness. The Jossey-Bass Higher Education Series.
REPORT NO.- ISBN-1-55542-200-4
PUB DATE- 90
NOTE- 232p.
AVAILABLE FROM- Jossey-Bass Inc., 350 Sansome St., San Francisco, CA 94104 ($23.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)
DESCRIPTORS- *College Faculty; *College Instruction; Higher Education; *Instructional Development; Instructional Effectiveness; *Instructional Improvement; Teacher Effectiveness; *Teaching Methods; Teaching Styles
A practical approach is offered to incorporating desired instructional components into teaching styles of college faculty, in ways that increase their overall effectiveness. The first part of the book places the improvement process in a context, focusing on the impediments to improving college teaching, techniques for encouraging faculty involvement in improvement efforts, and a five-step improvement process. The second part explores activities that can be used in the improvement process and considers the role of instructional evaluation, activities designed to acquire information about the teaching process, the role of colleagues in mutual improvement activities, and the role of the institution's academic leaders. The final section presents an overview of institutional options, including improvement efforts centered on individuals, on committees, and on programs. Strengths and weaknesses associated with each option are identified. Eleven programs are profiled to show how general options can be made to fit the culture of the institution and its faculty. (JDD)

ED 318 444 IR 014 354

Elementary School Computer Literacy.
New York City Board of Education, Brooklyn, N.Y.
REPORT NO.- ISBN-0-88315-835-3
PUB DATE- 87
NOTE- 355p.
AVAILABLE FROM- New York City Board of Education, Curriculum Unit, PS 206, Room 310, Neck Road and East 22nd Street, Brooklyn, NY 11229.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Graphics; *Computer Literacy; *Computer Science Education; Computer Software; Curriculum Guides; Elementary Education; *Microcomputers; *Programing; Programing Languages
IDENTIFIERS- BASIC Programing Language

This curriculum guide presents lessons for computer literacy instruction in the elementary grades. The first section of the guide includes 22 lessons on hardware, covering such topics as how computers work, keyboarding, word processing, and computer peripherals. The 13 lessons in the second section cover social topics related to the computer, including applications of computers, computer ethics, and advantages and disadvantages of computers. The five lessons comprising the third section cover the history and future of computers. The fourth section presents 45 lessons on programming; topics include: BASIC commands, variables, editing, graphics, and commercial software. Performance objectives, vocabulary, motivation, aim, development, application, summary, and exercises are included for each lesson. The guide is intended to be used with a set of task cards. The appendixes include: (1) advice to new computer teachers; (2) advice to experienced computer teachers; (3) guidelines for classroom organization; (4) guidelines for classroom management; (5) guidelines for security; (6) a discussion of computers in special education; (7) software duplication guidelines; (8) instructions for copying diskettes for the Apple IIe and Apple II Plus; (9) instructions for copying diskettes for the IBM/Tandy; (10) guidelines for caring for diskettes; (11) a glossary of computer terms; and (12) a directory of New York City Board of Education Technical Assistance Centers. (MES)

ED 318 067 CS 507 139

Miller, Bernard A.
Native American Rhetoric and the Pre-Socratic Ideal of "Physis."
PUB DATE- Mar 90
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (41st, Chicago, IL, March 22-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- American Indian Culture; *American Indian Literature; *Discourse Analysis; *Language Role; Literature Appreciation; Novels; Rhetoric; Rhetorical Theory
IDENTIFIERS- Native Americans; Rhetorical Effectiveness; Words
"House Made of Dawn" by N. Scott Momaday is about language and the sacredness of the word and about what can be understood as a peculiarly Native American theory of rhetoric. All things are hinged to the physical landscape, nature, and the implications nature bears upon language. In Momaday's book, language does not represent external reality but is given precedence, such that there is no external reality except in terms of a primordial spirituality that embraces the individual's oneness with nature. Momaday tells readers about an idea lost to post-Socratic rhetorical theory, that of "physis," as being one with "nomos," where nature is an entity or activity that constitutes the "creative surge" of Being, and language, ever as much as nature, is an indigenous field where people dwell and discover the source of their being. Running through a sermon made by one character is the idea that truth lies in language. Truth is verbal, and to say there is something behind or beyond language that it symbolizes is to burden and obscure the truth. The focus is on words as a source of creation. Momaday defines racial memory as the commitment of a community of believers to a perfect integration of an individual's mind and spirit with that of his people, most concretely manifest in the rituals, legends, and beliefs of the oral tradition. Through this perspective, community is established and preserved through story and song, creating by means of language the cultural landscape through which being is acknowledged and identity is achieved. (MG)

ED 318 123 EA 021 796

Factoring In Empowerment: Participatory Decisionmaking in West Virginia Exemplary Schools.

Appalachia Educational Lab., Charleston, W. Va.; West Virginia Education Association, Charleston.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 89
NOTE- 47p.
CONTRACT- 400-86-0001
AVAILABLE FROM- Publications, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Decision Making; Educational Innovation; Elementary Secondary Education; Organizational Development; *Participative Decision Making; School Based Management; Teacher Influence; *Teacher Participation; Teamwork
IDENTIFIERS- *Empowerment; *West Virginia

Because schools must still respond to federal reporting requirements while exercising greater responsibility for funding and administering local programs that were once under state and federal administration, and because of the increased public outcry for local accountability, many school districts have maintained large central administrative staffs and reduced teaching staffs. Research on effective schools indicates, however, that the most important unit for true change is the individual school. This document examines the relationship between greater recognition for effective schools and increased teacher involvement in the decisions that contribute to that excellence. The West Virginia Education Association and the Appalachian Education Laboratory (WVEA-AEL) surveyed the principals and teachers of the 68 elementary, middle, and secondary schools recognized as exemplary since 1982 by the West Virginia Department of Education. The response rate was approximately 39 percent. Findings from both teachers and principals indicate significantly greater teacher involvement in decisionmaking than commonly reported in the literature. It appears that, in the process of achieving exemplary school status, the faculties of the schools embraced collaborative decisionmaking strategies. The WVEA-AEL survey respondents, the survey, and the percentage of teachers' and principals' responses are appended. The bibliography contains 138 references. (KM)

ED 318 151 EC 230 553

Kavale, Kenneth A.
Teacher Beliefs and Perceptions about Learning Disabilities. A Research Project of the Iowa Learning Disabilities Research Consortium.
Iowa State Dept. of Education, Des Moines. Bureau of Special Education.

PUB DATE- Jan 89
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Definitions; Delivery Systems; *Educational Diagnosis; Elementary Secondary Education; *Etiology; *Intervention; *Learning Disabilities; Scholarly Journals; State Surveys; Student Characteristics; Student Evaluation; *Teacher Attitudes
IDENTIFIERS- Iowa

This study surveyed the beliefs and perceptions of 547 Iowa teachers of students with learning disabilities (LD). Results indicated that these teachers possessed a sound knowledge base for their work which they are willing to modify to enhance their understanding of LD and their efforts to improve the performance of LD students. The survey addressed teachers' perceptions of: preferred definitions of learning disabilities; etiologies of learning disabilities; characterizations of LD students; functional problems and psychological process deficits of LD students; preferred assessment information sources; preferred service delivery options; professional journal preferences; and other sources of information. An appendix contains a copy of the survey questionnaire. Includes 61 references. (PB)

ED 318 166 EC 230 568

Leach, Lynda N.; Harmon, Adrienne S.
Annotated Bibliography on Transition from School to Work. Volume 4.
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 253p.; For related documents, see ED 279 115, ED 291 168, and ED 303 026.
CONTRACT- 300-85-0160
LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Disabilities; *Education Work Relationship; Federal Programs; Secondary Education; *Transitional Programs
This volume is the fourth in a series of monographs documenting the literature in the field of transition. Types of documents cited include journal articles, conference proceedings, project reports, videocassette recordings, presentations, pamphlets, dissertations, bibliographies, and research reports. For each of the 381 documents, bibliographic information and an annotation are included. A separate section lists video productions in the area of transition. Author, title, and descriptor indexes are provided. The "OSERS Project File Listing" is also provided, containing names, addresses, and telephone numbers of projects funded by the Office of Special Education and Rehabilitative Services, organized by competition number. The "OSERS Project Products Listing" contains bibliographic entries for material produced by OSERS projects and is also arranged by competition number. (JDD)

ED 318 181 EC 230 586

Neighbor, Jonelle C.
Comparison of Sociometrically High Visibility Rejected and Low Visibility Rejected Children on Teacher, Parent, and Self-Rating Measures.
PUB DATE- Aug 89
NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Problems; Intermediate Grades; *Interpersonal Competence; Parent Attitudes; Peer Evaluation; *Peer Relationship; Popularity; *Rejection (Psychology); Self Evaluation (Individuals); Social Desirability; Social Status; Sociometric Techniques; Teacher Attitudes; Withdrawal (Psychology)
The study looked at differences between groups of children identified as high visibility rejected (HVR) and low visibility rejected (LVR) on a sociometric measure with 952 fourth, fifth, and sixth grade students. Questionnaires were analyzed to determine the number of positive and negative nominations from peers received by each child. HVR children (N=49) received many nominations, with the number of negative nominations outweighing the number of positive nominations, while LVR children (N=50) received few nominations, with negative nominations also outweighing positive nominations. Parents and teachers also rated the students in each group on specific social skills and general behavior problems and the identified children also rated themselves. The major finding was that HVR children were generally rated as having poorer social skills, more conduct problems, and more withdrawal than LVR children who were rated as having more social and behavioral problems than a comparison group. Other findings included that both groups of rejected children often preferred to do activities alone or with an adult rather than with same age peers, in contrast to comparison children who more often preferred doing activities with same age peers. Contains five references. (DR)

ED 318 195 EC 230 600

Special Education and a Changing School Policy.
New York City Board of Education, Brooklyn, N.Y. Div. of Special Education.
PUB DATE- Nov 89
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Delivery Systems; *Disabilities; Elementary Secondary Education; Intervention; Models; *Program Implementation; *Regular and Special Education Relationship; Staff Role; Student Needs; *Student Placement; Teacher Responsibility; Teacher Role
IDENTIFIERS- *New York (New York); Prereferral Intervention

This concept paper presents a model for developing a more unified student-centered system of education to meet all students' educational needs in New York City Public Schools. It is intended to promote thinking and discussion on the educational needs of students with handicapping conditions within the larger general education system. General parameters for merging special education staff expertise and procedures into the total school community are described, calling for broadening of staff roles and shared responsibility for meeting student needs. A continuum of intervention levels is outlined, beginning with the classroom teacher who tries an array of strategies for meeting learning needs and moving through several stages to special education placement. Also described are the responsibilities of the school district and Committees on Special Education. Several concerns which must be addressed in implementing such a model are discussed, including: organization, training, management information, standards and accountability, and incentives/disincentives. (JDD)

ED 318 225 FL 018 270

Educating for Diversity: Teaching Values, Cultures & Languages.
American Jewish Committee, New York, N.Y.
PUB DATE- Feb 89
NOTE- 23p.
AVAILABLE FROM- The American Jewish Committee, Institute of Human Relations, 165 East 56 Street, New York, NY 10022-2746 ($2.00; quantity discount).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; Citizenship Education; Community Involvement; Cultural Pluralism; *Democratic Values; *Educational Change; Educational Needs; *Intergroup Relations; *Multicultural Education; *Second Language Programs; Teacher Education; Teacher Role; Values Education
IDENTIFIERS- American Jewish Committee; *Diversity (Groups)

The report of the American Jewish Committee's Task Force on Education Policy focuses on the changes that are necessary to improve the American education system, and that go beyond the reforms suggested in the early 1980s. Based on the idea that educating the entire school population is the goal of the "second stage" of the reform movement, the report identifies four areas of educational change and improvement and proposes general and specific strategies for addressing these changes. The four areas include: (1) teaching young people about common core democratic values and encouraging their active participation in the democratic process; (2) strengthening pluralism and intergroup understanding in the classroom through multicultural education; (3) developing and implementing language programs in the classroom based on knowledge of how children of different linguistic backgrounds learn language and communication skills; and (4) using intergroup and community leadership skills to mobilize community support to help the schools adapt to these new educational changes. Programs currently addressing these four areas are described briefly, and guidelines for developing similar initiatives in other settings are suggested. Implications for teacher preparation are also discussed. Resource organizations, programs, and publications in all four areas are appended. (MSE)

ED 318 239 FL 018 455

Berney, Tomi D.; Cerf, Charlotte

Career Awareness Program in Bilingual Education. Project CARIBE, 1987-88. OREA Report.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

PUB DATE- Jun 89
NOTE- 32p.; For a related document, see ED 303 050.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attendance; *Bilingual Education Programs; Business Education; *Career Awareness; Career Education; Computer Assisted Instruction; Cultural Awareness; Curriculum Development; Educational Attitudes; *English (Second Language); Federal Programs; High Schools; Industrial Arts; *Native Language Instruction; *Parent Participation; Program Descriptions; Program Evaluation; School Counseling; Second Language Instruction; *Spanish Speaking; Staff Development; Urban Education
IDENTIFIERS- Content Area Teaching; New York City Board of Education; *Project CARIBE NY

In its first year of extension funding, Project CARIBE (Career Awareness in Bilingual Education) served 376 Spanish-speaking students of limited English proficiency at Eastern District High School (Brooklyn) and Far Rockaway High School (Queens). The program consisted of English-as-a-Second-Language (ESL) instruction, native language arts (NLA), content area courses taught bilingually, and bilingual guidance counseling. A resource and computer center was established and activities were conducted in academic counseling, career education, career-related enrichment, and parental involvement through parent advisory councils, cultural festivals, and workshops on topics of parent interest. Curriculum development activities were scheduled. The project met its ESL objective. Assessment of the NLA objective was not possible, and content area course objectives were not met. Attendance and staff development objectives were met, but due to inadequate data, assessment of cultural awareness, attitudes toward school, career awareness, and parental involvement was not possible. The suitability of the objectives will be reviewed. Program strengths include the resource room's availability to students, computer use, development of computer software, and parent activities. Recommendations include use of a different evaluation method for career awareness, attitudes, and staff development; use of computer software developed in the program for other populations; and use of the resource room as a model for other programs. (MSE)

ED 318 253 FL 018 502

Newell, Sanford, Ed.
Dimension: Languages 68. Proceedings of the Southern Conference on Language Teaching (4th, New Orleans, LA, February 1968).
Southern Conference on Language Teaching, Spartanburg, SC.
PUB DATE- 68
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Conference Proceedings; Educational Psychology; *Language Teachers; Language Tests; Latin; *Learning Motivation; *Linguistics; Professional Associations; Second Language Instruction; *Teacher Motivation; *Testing
Conference papers on aspects of motivation and language teaching include: "Motivate Who?" (Frederick D. Eddy); "Motivation and Language Learning the following: Psychological Aspects" (W. E. Lambert); "Discussion of Professor Lambert's Presentation" (Karl S. Pond); "Linguistics and Motivation" (Robert L. Politzer); "Discussion of Professor Politzer's Presentation" (Patricia O'Connor); "Discussion of Professor Politzer's Presentation" (Edward D. Allen); "Motivation, Language Learning, and the Profession" (Otis H. Green); "Motivation in Language Learning: The Teacher" (Stowell C. Goding); "Discussion of Professor Goding's Presentation" (George W. Ayer); "Discussion of Professor Goding's Presentation" Jacques Hardre); "Testing and Motivation" (Rebecca M. Valette); "Discussion of Professor Valette's Presentation" (Anne Slack); and "Motivation for the Study of Latin" (John F. Latimer). By-laws of the Southern Conference on Language Teaching are also included. (MSE)

ED 318 297 FL 800 112

Romero, Fred
Literacy in the Hispanic Community (A White Paper).
PUB DATE- Jan 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Needs; *Educational Policy; Educational Technology; *Hispanic Americans; *Illiteracy; *Literacy Education; Outreach Programs; Program Design; Program Implementation
IDENTIFIERS- United States; *Workplace Literacy

A discussion of the literacy education needs of the Hispanic community in the United States provides a profile of the Hispanic population and offers a plan of action for educational programming. At 7 million, the illiterate Hispanic population comprises one-third of functionally illiterate Americans. This subgroup is diverse, with as much as half of the Hispanic workforce being workplace illiterate. Immigrant influx and dropout rates increase this number steadily. This level of illiteracy is costly in both social and economic terms, and an effective literacy program could save nearly $4 billion annually. The current literacy education system is disorganized, and Hispanics may be underrepresented. An additional 10% of functionally illiterate Hispanics, unemployed and discouraged, should be targeted for literacy programs in the next 5 years. Effective literacy courses must be structured to assign lessons matching student competency and experience. Training must be a public-private, employer-employee partnership, preferably delivered at the workplace. The proposed Hispanic Literacy Program initiative focuses on literacy for work, emphasizes the use of instructional technology, and provides for phased implementation. The program includes a high-visibility campaign, national training conference, revolving loan fund, analysis and dissemination of literacy training information, and a legislative initiative involving community-based organizations and national groups. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 312 HE 023 300

Student Athlete Right-To-Know Act. Report Together with Minority Views. One Hundred First Congress. First Session.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
REPORT NO.- 101-209
PUB DATE- Nov 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Academic Achievement; *College Athletics; *College Graduates; *Disclosure; *Federal Legislation; *Federal Regulation; Higher Education; Recordkeeping; Reports; Student Rights
IDENTIFIERS- Proposed Legislation; *Student Athlete Right to Know

Senate Bill 580, the Student Athlete Right-to-Know Act, requires institutions of higher education receiving Federal financial assistance to provide certain information concerning graduation rates of student-athletes. The report from the Committee on Labor and Human Resources recommends (by a 15-1 vote) to the full Senate that the Bill be passed as amended. It presents the amendment in full and information on the history of the legislation, background and need for the legislation, major provisions of the Bill, votes in committee, cost estimate, the regulatory impact statement, a section-by-section analysis, and a minority view. Justification for the Bill is seen in the poor graduation rate for most student athletes and the small probability that a given student athlete will go on to a professional athletic career. The Bill will require institutions of higher education to report the following: the number of students at the institution, the number of students receiving athletically related student aid, the average 4-year graduation rate for all students, the average 4-year graduation rate for students receiving athletically related student aid and the number and percentage of students receiving athletically related student aid who earned a bachelor's degree or its equivalent within 10 years of entering the school. The minority opposing opinion views the Bill as inappropriate for the Department of Education and excessively burdensome on both the reporting institutions and the Department. (DB)

ED 318 385 HE 023 482

Ackermann, Susan P.

The Benefits of Summer Bridge Programs for Underrepresented and Low-Income Students.

PUB DATE- Apr 90
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; College Programs; *Compensatory Education; Economically Disadvantaged; *Educationally Disadvantaged; Higher Education; Outcomes of Education; Program Effectiveness; *Remedial Programs; *School Orientation; Student Adjustment; Student Development; *Summer Programs; Transfer Students; *Transitional Programs

The study sought to determine the effects of a summer bridge program on the academic, personal, and social development of underrepresented and low-income students during their first year at the University of California, Los Angeles. The 1988 cohort of students enrolled in the Freshman Summer Program/Transfer Summer Program (FSP/TSP) were tracked through their first two quarters, collecting both attitudinal and academic data. FSP/TSP is a 6-week program with a curricular component involving either an intensive mathematics course or English composition/general education course. Data from 265 students suggest that summer bridge programs can help facilitate students' transition and adjustment to university life and improve their academic performance and persistence rates. FSP/TSP has proven that a strong curricular component can help teach students how to participate and succeed in an academic environment. The programs can also help underrepresented and low-income students adjust and adapt to university life and help them become members of the campus community. Includes 34 references. (Author/JDD)

ED 318 080 EA 021 614

Marshall, Catherine
Goodness Criteria: Are They Objective Criteria or Judgment Calls?
PUB DATE- 89
NOTE- 26p.; Paper presented at the Alternative Paradigms Conference sponsored by Phi Delta Kappa (San Francisco, CA, March 25-26, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bias; Educational Researchers; Elementary Secondary Education; *Evaluation Criteria; Higher Education; *Qualitative Research; *Research Problems; *Validity; *Values
IDENTIFIERS- Empiricism; *Objectivity; Positivism; *Truth
In discussions about qualitative research, questions often arise concerning appropriate research focus, researcher objectivity, manipulation of people or environments examined, study completeness, and value considerations. Goodness questions (reliability, replicability, and validity) get mixed with value questions (generalizability), with frustrating results for many students. Research decisions depend on the tradition or paradigm framing the endeavor. Early empiricists accepted the following assumptions: (1) truth is knowable; (2) values can be excised from the research process; (3) good research is empowering; (4) research uncovers the researcher's and others' truths; and (5) research uncovers what people believe to be true. A sixth postpositivist version of assumption 1 states that truth has no absolutely authoritative foundation, but good research comes from good methodology properly applied. Good research is honest, open inquiry, where the researcher searches for alternative explanations and is self-critical. Evaluating the goodness and value of research requires a judgment call. Critical-scientist, constructivist, and postempiricist judges all have different evaluation criteria. In judging goodness criteria, qualitative researchers should look for 20 alternative paradigms. Those supporting postpositivist criteria must help colleagues construct new realities and resist being beaten into submission by quantitative researchers' skepticism. (24 references) (MLH)

ED 318 094 EA 021 702

Thomas, Stephen B.
Bargaining.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 89
NOTE- 27p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law, 1989. National Organization on Legal Problems in Education, 1989 (EA 021 700), p32-57.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- Arbitration; *Collective Bargaining; Compliance (Legal); *Court Litigation; Elementary Secondary Education; *Employer Employee Relationship; Grievance Procedures; Labor Relations; Legal Problems; Public Schools; *School Law; *School Personnel; Scope of Bargaining; Teacher Rights; Teacher Strikes; *Unions
The amount of collective bargaining litigation remained high in 1988; however, there were no United States Supreme Court cases concerning collective bargaining in education, nor were there any new trends or developments. The review addresses the following topics at the K-12 level: (1) constitutional issues; (2) recognition and representation issues; (3) rights and obligations of exclusive bargaining representatives; (4) scope of bargaining; (5) grievability and arbitrability; (6) judicial review of arbitration awards and employment relations boards rulings; and (7) strikes and other job actions. (MLF)

ED 318 211 FL 017 769

Poliquin, Gaetane
La Chanson et al correction phonetique (Song and Phonetic Correction). Publication B-167.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ISBN-2-89219-189-0
PUB DATE- 88
NOTE- 75p.
LANGUAGE- French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classification; Classroom Research; Classroom Techniques; Cognitive Processes; Foreign Countries; *French; *Language Processing; Language Research; Language Rhythm; Linguistic Theory; Media Selection; *Phonetics; *Pronunciation Instruction; Second Language Instruction; *Songs
IDENTIFIERS- *Quebec
A discussion of the use of songs to teach French as a second language focuses on the value of songs in teaching aspects of pronunciation. An introductory section describes the benefits of songs as instructional material, particularly to impart cultural information about Quebec to Canadian anglophones. Three sections outline justifications for the use of songs to develop cognitive skills, demonstrate the relationship of language rhythm and song rhythm, and to teach a second or third language. Subsequent sections address the following topics: arguments validating song use, based on classroom experiments; five classroom experiments gradually developing specific listening skills and rhythmic acuity; a repertoire of songs for classroom use; and classification of songs according to different phonetic phenomena occurring within them. It is concluded that the qualitative and quantitative evidence resulting from the experiments described support the value and effectiveness of using songs in language instruction. A bibliography of 64 items is included. (MSE)

ED 318 342 HE 023 418

Bolen, Charles W.
Visual and Performing Arts Program Review--State University System of Florida.
State Univ. System of Florida, Tallahassee. Board of Regents.
PUB DATE- Feb 90
NOTE- 196p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Art Education; Art History; Dance; Higher Education; *Institutional Evaluation; Music; *Program Evaluation; *State Universities; *Theater Arts; *Visual Arts
IDENTIFIERS- *State University System of Florida
This report presents the findings of an out-of-state consultant who conducted a state-wide review of the arts programs of the State University System of Florida by visiting each of the nine campuses and conferring with local consultants. The bulk of the report is composed of observations and recommendations for individual universities of the system. For each university, the departments of art, art education, art history, dance, music, theatre, and visual arts are analyzed, citing their strengths, their needs, and recommendations. A section of overall recommendations to the universities and the Board of Regents of the State University System of Florida concludes the report. Appendices contain a list of university coordinators, a list of university local consultants, dossier of the author/consultant, a schedule of site visits, and staff recommendations. (JDD)

ED 318 357 HE 023 433

New Jersey College Basic Skills Placement Testing, Fall 1989.
New Jersey Basic Skills Council, Trenton.
PUB DATE- 22 Jan 90
NOTE- 87p.
AVAILABLE FROM- Basic Skills Assessment Program, New Jersey Dept. of Higher Education, 20 W. State St., CN 542, Trenton, NJ 08625.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; Algebra; *Basic Skills; *College Freshmen; Computation; English (Second Language); Higher Education; Homework; Mathematics Skills; Remedial Instruction; *Remedial Programs; *Screening Tests; State Colleges; *Student Placement; Verbal Ability
IDENTIFIERS- *New Jersey

This report offers details of the results of basic skills testing of the entering freshman class in New Jersey's public colleges. Levels of proficiency in verbal skills, computation, and elementary algebra are estimated from performance on the New Jersey College Basic Skills Placement Test. For the 48,791 students tested in the fall of 1989, 24% appeared proficient in verbal skills, 41% appeared proficient in some verbal areas, and 35% lacked proficiency. In computation, 31% appeared proficient, 24% appeared proficient in some areas, and 45% lacked proficiency. In elementary algebra, 14% appeared proficient, 28% appeared proficient in some areas, and 58% lacked proficiency. Results are presented for different college sectors, for recent high-school graduates, and over a 10-year time period. Special factors are discussed, such as high-school homework as a factor in proficiency, students for whom English is a second language, and outcomes of skills-deficient students who enroll in college remediation. Appendices contain a description of the test and sample questions, a list of participating independent and proprietary institutions, mean scaled scores from 1980-1989, and a description of the proficiency levels established as a guide for college placement procedures. (JDD)

ED 318 371 HE 023 451

Grubb, W. Norton
The Causes and Consequences of Enrollments in Higher Education: Evidence From the National Longitudinal Study of the Class of 1972. Final Report.
Institute for the Study of Family, Work, and Community, Berkeley, CA.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 89
NOTE- 147p.
GRANT- G008610958
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Students; Compensation (Remuneration); Dropout Rate; *Economic Status; *Enrollment Trends; Expectation; Graduate Surveys; *Higher Education; *Outcomes of Education; Reentry Students
IDENTIFIERS- *National Longitudinal Study High School Class 1972
An examination of the probability of enrolling in postsecondary education, the likelihood of completing various types of credentials, and the effects of these credentials on wage rates, earnings, and other adult outcomes was conducted using data derived from the National Longitudinal Study of the Class of 1972. The followup survey in 1986 suggested that while enrollment in postsecondary education has been stable, or in some cases increased, the probability of completing a B.A. degree declined. There was shown to be an increased tendency to drop out of postsecondary education, particularly among minority students. Finally, the study indicated that the rate at which adults are enrolling in higher education has apparently increased, but it was difficult to detect the benefits, either economic or non-economic, for this group. It is concluded that postsecondary education has failed to materialize the great promise of economic and other benefits historically assigned to getting advanced degrees, while higher education policy pretends that the postsecondary market works, with well-informed students facing a labor market that can absorb all its graduates. Includes supporting bibliography of 104 reference. (GLR)

ED 318 400 IR 014 304

Cohen, Robert B.; Donow, Kenneth
Telecommunications Policy, High Definition Television, and U.S. Competitiveness.
Economic Policy Inst., Washington, DC.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
REPORT NO.- ISBN-0-944826-10-5
PUB DATE- 89
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Broadcast Industry; *Competition; Computer Networks; Employment Opportunities; Federal Regulation; Foreign Countries; Government Role; International Trade; *Policy Formation; Public Policy; *Telecommunications; Television
IDENTIFIERS- Broadcast Economics; European Community; *High Definition Television; Japan; United States
New policies are needed for the U.S. telecommunications industry. The continuation of current policies--which emphasize customer and convenience services to the near exclusion of developing domestically produced equipment and improving infrastructure--will constrain the domestic growth of U.S. corporations and make it difficult for smaller American firms to use sophisticated equipment and services. A new policy regime should focus on linkages between network infrastructure development and technological innovations in equipment, fostering the joint development of both. International competitors such as Japan and the European Community have already established policies to upgrade the existing telecommunications infrastructure and lead in the development of strategic technologies such as high definition television (HDTV). These competitors are also rapidly organizing an Integrated Services Digital Network to be a cornerstone for the development of future high technology industries. The United States needs a comprehensive and coherent approach to the industrial issues and regulatory concerns facing its telecommunications industry. One immediate step should be to establish an independent Department of Communications that would create a unified approach to the nation's economic base

in the next decades. (31 references) (GL)

ED 318 416 IR 014 320

Schnoring, Thomas
Research and Development in Telecommunications--An International Comparison.
PUB DATE- Oct 89
NOTE- 36p.; Paper presented at the Annual Telecommunications Policy Research Conference (17th, Airlie House, Warrenton, VA, October 1-3, 1989). For other papers of this conference, see IR 014 305-322.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Competition; Cost Effectiveness; Developed Nations; Foreign Countries; Global Approach; *Input Output Analysis; *Research and Development; *Telecommunications; Telephone Communications Industry
IDENTIFIERS- Broadcast Economics; France; Japan; United Kingdom; United States; West Germany
The telecommunications sector is characterized by massive structural changes due to changes in technology as well as in the regulatory environment. Research and development activities become more and more important for the development of the industry as they determine the competitive position of firms and nations to a large extent. Both the equipment manufacturer and the network service provider depend on their technological competence. In the past, the national research and development systems of the industrialized countries in the telecommunications sector developed separately, and the systems that emerged were quite different from one country to another. With the liberalization of the telecommunications markets and the increasing international competition (so far mainly in the equipment sector), the different national research and development systems have come under pressure and begun to change. This paper presents theoretical and methodological remarks; provides an international comparison of research and development expenditures and patents; presents the characteristics of national research and development centers in Japan, the United States, France, the United Kingdom, and West Germany; and discusses the implications of current developments for future competitiveness in the international market. (GL)

ED 318 430 IR 014 334

Parer, Michael S., Ed.
Development, Design and Distance Education. A Project Initiated at the World Congress of the International Council for Distance Education (13th, Melbourne, Australia, August 13-20, 1985).
Gippsland Inst., Churchill (Australia). Centre for Distance Learning.
REPORT NO.- ISBN-0-909170-35-5
PUB DATE- 89
NOTE- 265p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Distance Education; Educational Innovation; Educational Theories; Foreign Countries; Higher Education; *Instructional Design; *Instructional Development; Outcomes of Education; *Professional Recognition; Student Needs
IDENTIFIERS- Australia; Canada; Ghana; Hong Kong; India; Kenya; Turkey; United Kingdom; Zimbabwe
Focusing on the role of the educational developer, the 19 essays in this collection provide a forum for educational developer practitioners: (1) to share their practices and insights; (2) to explore what it means to be an educational developer and instructional designer, and to give some philosophical reflection of the role; and (3) to clarify the professional role and explore the distinction between the educational developer and instructional designer. Individual papers discuss what it means in practice to be an instructional developer or designer, highlight the literature and theories underpinning their development activities, and give examples of research already undertaken and appropriate for the future. The intended audience is threefold: professional developers; those new to the field; and academic colleagues of instructional developers. (SD)

ED 318 054 CS 507 125

Pisoni, David B.; And Others
Research on Speech Perception. Progress Report No. 8, January 1982-December 1982.
Indiana Univ., Bloomington. Dept. of Psychology.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.; National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- 82
NOTE- 326p.; For other reports in this series, see CS 507 123-129.
GRANT- MH-24027-07; NS-07134-04; NS-12179-07
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Acoustic Phonetics; Auditory Discrimination; *Auditory Perception; Communication Research; Computer Software Development; Infants; *Language Processing; Language Research; Linguistics; Speech
IDENTIFIERS- Indiana University Bloomington; *Speech Perception; Speech Research; Theory Development
Summarizing research activities from January 1982 to December 1982, this is the eighth annual report of research on speech perception, analysis and synthesis conducted in the Speech Research Laboratory of the Department of Psychology at Indiana University. The report includes extended manuscripts, short reports, progress reports, and information on instrumentation developments and software support. The report contains the following 15 articles: "Acoustic-Phonetic Priming in Auditory Word Recognition: Some Tests of the Cohort Theory" (L. M. Slowiaczek and D. B. Pisoni); "Sentence-by-Sentence Listening Times for Spoken Passages: Test Structure and Listeners' Goals" (P. C. Mimmack and others); "Effects of Syllable Structure on Adults' Phoneme Monitoring Performance" (R. Treiman and others); "Controlled Perceptual Strategies in Phonemic Restoration" (H. C. Nusbaum and others); "Sources of Knowledge in Spoken Word Identification" (A. Salasoo and D. B. Pisoni); "Effects of Perceptual Load in Spoken Comprehension: Some Interactions with Comprehension Goals" (H. Brunner and others); "Cognitive Processes and Comprehension Measures in Silent and Oral Reading" (A. Salasoo); "Perceptual and Cognitive Constraints on the Use of Voice Response Systems" (H. C. Nusbaum and D. B. Pisoni); "Perceptual Anchoring of a Speech-Nonspeech Continuum" (H. C. Nusbaum); "Perceiving Durations of Silence in a Nonspeech Context" (H. C. Nusbaum); "Perception of Synthetic Speech by Children: A First Report" (B. G. Greene and D. B. Pisoni); "Context Effects in the Perception of English /r/ and /l/ by Japanese" (P. Dissosway-Huff and others); "An Activation Model of Auditory Word Recognition" (H. C. Nusbaum and L. M. Slowiaczek); "JOT: Improved Graphics Capabilities for KLTEXC" (B. Bernacki); and "EARS: A Simple Auditory Screening Test" (L. A. Walker). Lists of publications and of laboratory staff, associated faculty and personnel conclude the report. (SR)

ED 318 110 EA 021 747

Rankings of the States, 1989. Data-Search Series.
National Education Association, Washington, D.C.
PUB DATE- Sep 89
NOTE- 62p.; Printed in colored ink on colored paper. Tables D-14 and D-15 are copyrighted and therefore not available.
AVAILABLE FROM- National Education Association Professional Library, P.O. Box 509, West Haven, CT 06516 ($14.95 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Average Daily Attendance; Average Daily Membership; Comparative Analysis; Educational Finance; Elementary Secondary Education; Enrollment; Financial Support; Higher Education; High School Graduates; Income; *Public Education; *Public Schools; *School Demography; School Personnel; *School Statistics; State Departments of Education; *State School District Relationship; Tables (Data); Tax Effort; Teacher Salaries
IDENTIFIERS- *Ranking

State-level data on an array of topics relevant to public education are provided in this document. Rank-ordered statistics for the 50 states and the District of Columbia cover the following: (1) population (total resident population by age group--5-17, 18 and over, 65 and over; live births, etc.); (2) enrollment and attendance (public, elementary and secondary, daily attendance); (3) faculty (changes in the number of staff as well as their levels of compensation); (4) general financial resources (total personal income, per capita personal income, etc.); (5) governmental revenue (general revenue, own-source revenue and tax collections, etc.); (6) school revenue (funds from federal, state and local sources); (7) government expenditures (spending done by state governments and by state and local governments combined); and (8) school expenditures (including current expenditures per pupil on average daily attendance or average daily membership). All state data are ranked beginning with the largest figure. When the values of two or more states are the same, they are assigned the same rank, with the appropriate number resumed with the next state in rank. The education data in the tables are the most recent actual or estimated data available from state departments of education. Where no data are available from a state education department, an estimate provided by research is identified by an asterisk. The document is preceded by a foreword and technical notes. Appended are state department of education footnotes, a 9-item bibliography, a glossary, and an index to the tables. (MLF)

ED 318 137 EC 230 088

Rovet, Joanne F.
Improved Spatial Ability Correlated with Left Hemisphere Dysfunction in Turner's Syndrome. Implications for Mechanism.
Hospital for Sick Children, Toronto (Ontario).
PUB DATE- 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Brain Hemisphere Functions; *Congenital Impairments; Correlation; Etiology; Females; Interaction; *Neurological Impairments; *Seizures; *Spatial Ability
IDENTIFIERS- Turners Syndrome
This study contrasts the performance of a 17-year-old female subject with Turner's syndrome before and after developing left temporal lobe seizures, as a means of identifying the mechanism responsible for the Turner's syndrome spatial impairment. The results revealed a deficit in spatial processing before onset of the seizure disorder. Results also revealed that, after developing the seizure disorder, the subject exhibited a selective verbal recall deficit, a marked improvement in spatial cognitive functioning, and a slight shift towards greater right hemisphere involvement in nonverbal processing. These findings may reflect an interaction between the specific neurological functioning of the patient and the resulting left hemisphere dysfunction from the seizure disorder. The mechanism responsible for the spatial disorder in Turner's syndrome might be one of inappropriate hemisphere activation due to inhibition by the left hemisphere over the right. Includes 45 references. (JDD)

ED 318 152 EC 230 554

Schendel, Julie; Binder-Reschly, Marilyn
Criterion Validity of Curriculum Based Assessment and Correlation with Teacher Ratings and ITBS Scores. A Research Project of the Iowa Learning Disabilities Research Consortium.
Iowa State Dept. of Education, Des Moines. Bureau of Special Education.
PUB DATE- Jan 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Concurrent Validity; *Educational Diagnosis; Elementary Secondary Education; Evaluation Methods; *Mild Disabilities; Predictive Validity; *Reading Tests; *Student Evaluation; *Test Validity
IDENTIFIERS- *Curriculum Based Assessment; Iowa

This study examined the criterion validity of curriculum-based measurement (CBM) reading measures in three ways: the relationship between CBM performance and teacher perceptions of student academic functioning; relationship between CBM scores and reading performance on a group achievement test; and the ability of CBM to differentiate between regular education, Chapter 1, and mildly handicapped students. Iowa students (N=1,223) in grades one through eight were used as a testing sample. Results found several non-traditional assessment tools to be effective predictors of current reading group instruction. Reading scores on the Iowa Test of Basic Skills, CBM reading probes, and a teacher rating scale were able to stratify the sample into Chapter 1, resource room, or regular education reading groups with 76% accuracy. These techniques are seen as less time-consuming for special education support personnel and readily applicable for use in program planning and implementation. Includes 24 references. (PB)

ED 318 167 EC 230 569

Chadsey-Rusch, Janis
Project Directors' Annual Meeting (4th, Washington, D.C., December 1-2, 1988).
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 89
NOTE- 101p.
CONTRACT- 300-85-0160
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Demonstration Programs; *Disabilities; *Education Work Relationship; Federal Government; Intervention; Longitudinal Studies; Outcomes of Education; Program Development; *Program Effectiveness; Program Implementation; Secondary Education; Student Characteristics; *Transitional Programs
IDENTIFIERS- *Office of Special Educ Rehabilitative Services
The document contains materials relating to the annual meeting of the project directors working with the Secondary Transition Intervention Effectiveness Institute, held December 1-2, 1988. The document includes an agenda, summaries of 10 featured project presentations, summaries of 32 poster sessions, a list of meeting participants, and a synthesis of meeting evaluation results. A paper by Frank Rusch and Lizanne DeStefano titled "Secondary Special Education and Transition Services: Model Program Overview and Recommendations" describes a study of the demographic characteristics, purposes, activities, outcomes, and barriers associated with transition model programs funded by the Office of Special Education and Rehabilitative Services (OSERS), and offers recommendations to guide the relationships that form between OSERS and model program personnel. "Youth with Disabilities during Transition: An Overview of Descriptive Findings from the National Longitudinal Transition Study," by Mary Wagner, presents selected findings concerning individual and family characteristics of youth with disabilities served under the Education of the Handicapped Act, and the achievements of youth with disabilities in the areas of independence, education, and employment. (JDD)

ED 318 254 FL 018 506

Wilkins, George W., Jr., Ed.
Dimension: Languages 71. A World without Walls. Proceedings of the Southern Conference on Language Teaching (7th, Atlanta, GA, October 1971).
Southern Conference on Language Teaching, Spartanburg, SC.
PUB DATE- 71
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Bilingual Education; *Black Dialects; Classroom Techniques; Conference Proceedings; Educational Television; Elementary Secondary Education; *FLES; *Individualized Instruction; Linguistic Theory; *Literature Appreciation; Metaphors; *Nonstandard Dialects; Second Language Instruction
Presentations on aspects of foreign language instruction include: "A World Without Walls" (Lorraine A. Strasheim); "Practical Aspects of Individualizing Foreign Language Instruction" (Howard B. Altman); "Teaching Foreign Language Through Literature" (Jeanne Varney Pleasants); "Individualization of Foreign Language Instruction" (Howard B. Altman); "Foreign Languages in the Elementary School and Bi-lingual Education" (Theodore Andersson); "The Georgia FLES-TV Program" (Yvonne de Wright); "Metaphor, Black Discourse Style, and Cultural Reality" (Grace Sims Holt); "The Third Dimension of Bi-lingual Education" (Robert Rebert); "Who's to Say: Controversies over What Linguists Can and Can Not Say About Nonstandard Dialects" (Walt Wolfram); and "Summary of the Conference: Practical Applications" (Lorraine A. Strasheim). (MSE)

ED 318 269 FL 018 522

Novak, Sigfrid S.; And Others
Volunteer Community Language Bank.
PUB DATE- 83
NOTE- 7p.; In: Dimension: Languages 83. Proceedings of the Southern Conference on Language Teaching (19th, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Services; International Trade; *Interpreters; Language Role; Needs Assessment; *Privacy; Program Descriptions; *Second Languages; *Telephone Communications Systems; Tourism; *Voluntary Agencies
IDENTIFIERS- *Language Banks; *Louisiana (Lake Charles)
Lake Charles, Louisiana established a language bank capable of providing interpreters for 20 foreign languages. All participants are volunteers who offer to help free of charge in case of emergencies arising because of the considerable numbers of foreign visitors in the area. Smooth operation of the language bank depends on the following: (1) an organizational and administrative committee; (2) volunteers who know English as well as one or more foreign languages and offer their free services; (3) a comprehensive file of volunteer information and languages and a file enumerating services, without volunteer information; and (4) any community agency to act as a 24-hour clearinghouse. It is extremely important to assure volunteer privacy. In establishing a language bank, information on need should be gathered from police departments, hospitals, tourist bureaus, the chamber of commerce, local school board, and other sources. Local news media can help gather data and recruit volunteers. Information disseminated about the program should be simple and clear, and a laminated handout sheet is very useful. Circulation should be as wide as possible. An informal initial meeting for volunteers, staff, and organizers and periodic meetings for exchange of experience and support should be scheduled. Benefits in Lake Charles include increased community self-awareness and goodwill. (MSE)

ED 318 283 FL 800 078

VESL Resources. A Guide to Instructional Materials for Vocational English as a Second Language.
Los Angeles Community Coll. District, CA. Office of Occupational and Technical Education.
PUB DATE- 88
NOTE- 153p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; *Basic Skills; Computer Assisted Instruction; Computer Literacy; *Instructional Materials; Limited English Speaking; *Literacy Education; Technical Writing; *Vocational English (Second Language)

The bibliography is designed for learning center instructors at the Los Angeles Community College District who are involved in vocational education for limited-English-proficient (LEP) adults. The bibliography emphasizes vocational English-as-a-Second-Language (VESL) materials that develop occupation-related language skills. In addition to VESL materials, the bibliography includes specially designed texts and other materials prepared to help LEP students understand vocational content. All items are designed for classroom use. The first section contains annotated citations of general VESL textbooks. Five subsequent sections contain simple bibliographic citations of selections in basic skills (mathematics and reading and writing), computer literacy, general technology, general VESL, and technical writing. The final and largest section contains citations relating to specific occupations: agriculture/horticulture, automotive services, building maintenance, business professions (accounting, business management, office and clerical, and word and data processing),

construction/carpentry, cosmetology, drafting, electrical trades, electronics, food service, graphic arts, health science, machine and tool shop, plastics, refrigeration/air conditioning/heating, textiles, and welding. Three appendixes include sources for items cited in the bibliography, sources for computer-assisted instruction, and an index to the specific language groups addressed in the items cited. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 328 HE 023 384

Financial Resources for International Study: A Definitive Guide to Organizations Offering Awards for Overseas Study.
Institute of International Education, New York, N.Y.
REPORT NO.- ISBN-0-87866-837-3
PUB DATE- 89
NOTE- 252p.
AVAILABLE FROM- Peterson's Guides, 202 Carnegie Center, P.O. Box 2123, Princeton, NJ 08543-2123 ($36.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Agencies; *Awards; Eligibility; *Fellowships; *Grants; Higher Education; *International Education; Internship Programs; *Student Financial Aid; *Study Abroad

This directory features detailed descriptions of more than 600 fellowships, grants, scholarships, and paid internships for undergraduates, graduate students, and postdoctoral students as well as working professionals. An introductory essay offers advice on planning for international study. Information for each award includes: name and address (as well as telephone, fax, and telex/cable numbers) of the award granting agency; purpose of the award; amount and type of financial support; number of awards granted each year; eligibility requirements, restrictions, and duration of award; application deadline, procedure and notification date. Indexes organize the awards by sponsoring institution, field of study, and academic level. Appendixes list U.S. colleges and universities that offer awards only to their own students and those institutions that specifically exclude international use of their awards. (DB)

ED 318 445 IR 014 355

Sharon, Donna
Technology in Education, 1988. Working Papers of Planning and Development Research. Working Paper 88-2.
TV Ontario, Toronto.
PUB DATE- Apr 88
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Communications Satellites; *Computer Assisted Instruction; Continuing Education; Databases; Distance Education; Educational Technology; *Educational Television; Elementary Secondary Education; Foreign Countries; Higher Education; *Interactive Video; *Teleconferencing; Videodisks; *Videotex
IDENTIFIERS- Canada; *TVOntario
This report on technology in education has been prepared, primarily for TVOntario staff, to highlight new and growing educational applications and to summarize recent evaluations of earlier application efforts. The descriptions of trends and developments are classified by media format. Representative applications of the media include: (1) television (use of telecourses and educational programming for adults, introduction of media literacy courses, and an increasing number of television game shows for children); (2) satellite delivery (more use of satellite transmission to deliver professional and continuing education programs and academic resources); (3) teleconferencing (as a communications medium for business, as a delivery medium for medical consultation and training, and as a forum for student exchange); (4) computers (computer-based learning environments, database access, and conferencing capabilities); (5) videodisk and interactive video (for training resource provision and for teaching reading); and (6) videotex (for banking, shopping, and financial planning services). (GL)

ED 318 095 EA 021 703

Lufler, Henry S., Jr.
Pupils.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 89
NOTE- 38p.; In: Thomas, Stephen B., Ed. The Yearbook of Education Law 1989. National Organization on Legal Problems in Education, 1989 (EA 021 700), p58-94.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)

DESCRIPTORS- *Court Litigation; *Desegregation Litigation; *Discipline; *Drug Abuse; Due Process; Elementary Secondary Education; Home Schooling; Legal Problems; Private Schools; Public Schools; *School Law; Search and Seizure; *Student Rights; Student School Relationship; Tuition
IDENTIFIERS- First Amendment
Court decisions in 1988 expanded the power of school boards to set policies regarding the operation of the public schools. Cases are discussed under the following sections: (1) public school assignment, tuition, transportation, home instruction, and compulsory attendance; (2) private and parochial schools; (3) substantive rights of students, including search and seizure, and First Amendment religious and freedom of expression rights; (4) sanctions for student misconduct including suspensions, expulsions, and corporal punishment; and (5) desegregation, including cross-district remedies, desegregation plan oversight, and attorney's fees. (MLF)

ED 318 182 EC 230 587

Slovic, Roz, Ed.; And Others
Parent Primer: Secondary Programs for Students with Severe Disabilities.
Oregon Univ., Eugene.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Oct 88
NOTE- 63p.; A product of the Parents' Graduation Alliance Specialized Training Program. Page 24 has reduced print.
GRANT- G008730416
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Advocacy; Cooperation; Education Work Relationship; High Schools; Individualized Education Programs; Normalization (Handicapped); *Parent School Relationship; *Program Evaluation; Quality of Life; *Severe Disabilities; Standards; Transitional Programs
This manual is intended for parents of high school students with severe disabilities and offers guidelines for evaluating a high school program and ways parents can improve existing programs. In the first section seven key characteristics of a good high school are identified: (1) integrated; (2) age appropriate; (3) community-based; (4) future-oriented; (5) comprehensive; (6) parent involving; and (7) effective. For each characteristic, a brief explanation is provided with a rationale and a list of indicators on which to judge the program. In the second section three areas of parent collaboration with the school are discussed. They are: the IEP (Individualized Education Program) process, transition planning, and monitoring and advocacy. Parent involvement in these three areas requires preparation for the IEP meeting and followup with home, school, and community goals; participation in development of the Individual Transition Plan; and ongoing parental monitoring of service quality of the various agencies serving the young adult. (DB)

ED 318 196 EC 230 826

Marfo, Kofi; And Others
Child, Program, and Family Ecological Variables in Early Intervention.
PUB DATE- 88
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Development; Demography; *Developmental Disabilities; *Early Intervention; Factor Analysis; Family Characteristics; *Mental Retardation; Outcomes of Education; Parent Attitudes; Participant Satisfaction; *Predictor Variables; Preschool Education; *Program Effectiveness; Program Evaluation
This study examined child developmental, program, family ecological, and demographic variables from 200 families with mentally retarded or developmentally delayed toddlers, to identify predictors of child developmental progress and parental satisfaction following participation in early intervention. Child developmental progress correlated positively with entry-point developmental age, parental expectations, quality of the home environment, and parental satisfaction, while correlating negatively with severity of delay and time spent in intervention. The best predictors of child progress were entry-point developmental age, parental expectations, and time spent in intervention. Parental satisfaction was associated positively with perception of worker competence, perceived knowledge gain, parental expectations, and current as well as entry-point child developmental age. Knowledge gain, expectations, and worker competence were the best predictors of parental satisfaction with intervention. Includes 30 references. (PB)

ED 318 298 FL 800 113

Huss, Susan
The Education Requirement of the U.S. Immigration Reform and Control Act of 1986: A Case Study of Ineffective Language Planning.
PUB DATE- 89
NOTE- 37p.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- English (Second Language); *Federal Legislation; Federal Regulation; *Language Planning; Language Proficiency; *Literacy Education; Policy Formation; *Public Policy; *Undocumented Immigrants
IDENTIFIERS- *Immigration Reform and Control Act 1986
An analysis of the Immigration Reform and Control Act of 1986 (IRCA), which requires basic English language proficiency and knowledge of United States history and civics of illegal aliens seeking permanent residency status, suggests that the Act is an example of poor language planning. The analysis has three components. First, the legalization requirements in Title II, are discussed and the education requirement is explained in the context of IRCA's legislative history. A profile of the typical undocumented resident in the United States who is affected by IRCA is then presented, and the effect of the education requirement on institutions that offer English and citizenship courses for foreign-born residents is examined. Finally, the IRCA education requirement is discussed within the context of language planning, and it is argued that while the IRCA education requirement appears to be an attempt at language acquisition planning, it is nothing but a token measure in the legalization process enacted because the cost of deporting millions of illegal aliens is prohibitive. Further, the enforcement of the requirement is interpreted as a statement of the United States mainstream society belief that English must be upheld as a symbol of a core American culture. An 18-item bibliography is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 318 313 HE 023 301

Carlson, Daniel
Graduate Education and Faculty/Staff of the Small Religious College: How Well Does Nova University's Programs for Higher Education Meet the Need?
PUB DATE- Nov 89
NOTE- 31p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Church Related Colleges; Degree Requirements; *External Degree Programs; *Graduate Study; Higher Education; Part Time Students; *Postsecondary Education as a Field of Study; *Student Attitudes
IDENTIFIERS- *Nova University FL
This study evaluated the appropriateness of the Program in Higher Education offered at Nova University (Florida) for persons employed in full-time staff positions in religious colleges and universities. Current students (N=28) and six graduates were surveyed and a 60% return rate was obtained. Analysis of survey results indicated: (1) very high levels of satisfaction among both students and graduates; (2) both groups reaffirmed the key elements of Nova's program including the field-based design, the lack of a residency requirement, and the emphasis upon practical application of learning; and (3) both groups were willing to recommend the program to colleagues and friends. This report describes the employment context of the religious college, the characteristic difficulties faced by staff members of such institutions in seeking graduate education, and some of the benefits offered through field-based study. Faculty of higher education institutions with religious affiliations are encouraged to investigate graduate studies at Nova and other such institutions which offer field-based and otherwise unconventional programs designed to meet a wide range of student needs. (DB)

ED 318 343 HE 023 419

Conditions in Postsecondary Education in Michigan, 1989: A Profile of Postsecondary Education in Michigan.
Michigan State Board for Public Community and Junior Colleges, Lansing.; Michigan State Board of Education, Lansing.
PUB DATE- Nov 89
NOTE- 263p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)

DESCRIPTORS- Attitudes; Community Colleges; *Degrees (Academic); *Enrollment; Ethnic Groups; *Faculty; Financial Support; Higher Education; Income; Libraries; Minority Groups; Outcomes of Education; *Postsecondary Education; Private Colleges; *Public Opinion; Sex Differences; State Colleges; *Student Financial Aid; Tuition
IDENTIFIERS- *Michigan

This statistical profile provides, through text and charts, an overview of the types of postsecondary institutions in Michigan (including public 4-year universities, independent colleges and universities, public community and junior colleges, and proprietary schools and other postsecondary education institutions) and their governance. Opinions of Michigan adults are reported concerning the importance of college education, the community college role in adult job training, responsibility for remedial education, reasons for choosing a community college rather than a public university, and so on. Enrollment data are offered for type of institution, full-time or part-time status, course of study, age, undergraduate versus graduate level, race/minority group, transfer students, and county of residence. Information on financial assistance covers tuition and fees, sources of support, and numbers of needy students. A section on outcomes presents data on degrees by institution and program area, proportion of degrees earned by females, and number of degrees earned by various ethnic groups. Statistics on state appropriations, total revenues, revenue trends, and expenditures are reported. Concerning staff, data are recorded for numbers of full-time faculty analyzed by race, tenure status, gender, and salary. Library data cover number of volumes, new volumes added, subscriptions, library attendance, and reference transactions. (JDD)

ED 318 386 HE 023 484

Chen, Henry C. K.; And Others
Effective Marketing Strategies Flow from Sound Segmentation Data.
PUB DATE- Nov 89
NOTE- 20p.; Paper presented at Conference on Marketing of Higher Education (Cincinnati, OH, November 12-14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Choice; College Freshmen; College Planning; College Sophomores; Community Colleges; Higher Education; High School Graduates; *Influences; *Institutional Advancement; *Marketing; State Universities; Transfer Students; Upper Division Colleges
IDENTIFIERS- *Market Segmentation

The paper investigates the potential market segments of an upper division university in transition to 4-year status, and explores selection criteria and the influence of various information sources on the choice of university by the potential target students. Data sources for the study included a survey of 142 freshmen students of whom 120 returned usable responses as well as 250 personal interviews with sophomores graduating from area community colleges and 538 responses from a survey of 1,150 members of this sophomore group. market, defined primarily as the high school population within the primary trading zone, and the existing market, defined as all sophomores enrolled in associate degree programs at the four community colleges in the primary trading area. Criteria for selecting a university and sources of influence on the decision were determined. Marketing strategies for the university were formulated based on the findings of the segmentation analysis and the survey of selection criteria and sources of information/influence. The strategies called for an integration of efforts, adjustments of existing academic programs, the identification of target segments, the selection of appropriate media, and communication of the university's promotional messages effectively to the target audiences. The marketing effort yielded moderate success. Includes 17 references. (JDD)

ED 318 401 IR 014 305

Gordon, Kenneth
State Regulations in Telecommunications in the States. Introductory Remarks at the Plenary Session.
PUB DATE- Oct 89
NOTE- 8p.; Paper presented at the Annual Telecommunications Policy Research Conference (17th, Airlie House, Warrenton, VA, October 1-3, 1989). For other papers of this conference, see IR 014 306-322; for papers of the 16th conference, see ED 305 039-059.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Federal Regulation; *Policy Formation; *State Legislation; *Telecommunications; *Telephone Communications Systems
IDENTIFIERS- Broadcast Economics; *Open Network Architecture; Regulatory Agencies
These introductory remarks presented at the plenary session of the 1989 Telecommunications Policy Research Conference outline major areas of concern to state regulators, including alternatives to rate of return legislation; open network architecture; content issues; technical standards and compatibility; optimal pricing; cross subsidies and dealing with bottlenecks; the spectrum issue; and recent developments in telecommunications policy and the diversity of state responses. (GL)

ED 318 446 IR 014 356

Mehler, Audrey
The Potential of Captioned Television for Adult Learners. Working Papers of Planning and Development Research. Working Paper 88-3.
TV Ontario, Toronto.
PUB DATE- Apr 88
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Captions; *Educational Television; Foreign Countries; Hearing Impairments; Instructional Effectiveness; Research Needs
IDENTIFIERS- Canada; *Closed Captioned Television; *TVOntario
With the assistance of the Canadian Captioning Development Agency, TVOntario has undertaken to determine the efficacy of applying closed-captioned television to the needs of adult learners who are not hearing impaired. In this research study, actual and potential applications of closed-captioned television for hearing audiences in Canada, the United States, the United Kingdom, Europe, and Australia were explored in order to provide a context to guide development in this area. Following a description of captioning technology and a discussion of the current commitment of Canadian broadcasters to captioned television, the report provides a review of experimental research studies that tested the use of closed-captioned television with adult students of English as a Second Language and literacy, as well as with learning disabled adults. The results of these studies are discussed in terms of their implications for the development of captioned television for adult learners in Ontario. The adult learner markets for closed-captioned television in Ontario are described in detail, as are the programs currently available to these learners. Issues are raised concerning the learning contexts that are best suited to learning with closed captions, and suggestions are made as to the types of programs and captioning methods that are most conducive to learning. The paper concludes with recommendations for the next phase of research--to conduct a pilot test of the use of captioned video in various classroom learning contexts and with learners of varying capabilities. (13 references) (Author/GL)

ED 318 461 IR 014 377

McWhinnie, Harold J.
The Computer & the Right Side of the Brain.
PUB DATE- 89
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Art Education; *Brain Hemisphere Functions; *Cognitive Processes; *Computer Graphics; Creativity; *Microcomputers; *Visual Literacy

This paper presents a discussion of the use of microcomputers and computer graphics programs as basic design experiences which relate as much to the right as to the left side of the brain. It reviews selected research in art education that shows the importance of the right brain in various areas of creative behavior and in developing drawing skills. It is argued that the microcomputer allows the artist-user to function both analytically and intuitively--on both the left and right sides of the brain--with a high degree of visual and perceptual literacy, intuitive and creative insight, and aesthetic awareness. A personal experience is described involving the use of the computer with the right brain approach in computer graphics and computer assisted design. The paper concludes with comments on the work of Betty Edwards and Mona Brookes as well as observations on their ideas based upon tape recorded interviews conducted at the Los Angeles meeting of the National Art Education Association in April of 1988. (5 references) (Author/GL)

ED 318 476 IR 053 026

The Role of OERI and Its Institutional Projects in Establishing an Effective Research, Development, and Dissemination Program. A Symposium (Rosslyn, Virginia, May 9, 1989).
Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Agency Cooperation; Educational Cooperation; *Educational Policy; Educational Research; Educational Researchers; Elementary Secondary Education; Federal Programs; *Government Role; *Information Dissemination; Information Needs; Information Networks; Laboratory Schools; Public Agencies; *Research and Development
IDENTIFIERS- *Office of Educational Research and Improvement

This symposium was intended to promote discussion of policies, procedures, and activities to enhance collaboration among programs of the Office of Educational Research and Improvement (OERI) in ways that would contribute to more efficient and effective management of the nation's overall educational research, development, and dissemination (RD&D) system. The topics addressed were concerned with: (1) the increase in the importance of educational research; (2) the structure of the RD&D system; (3) the nature of collaboration; and (4) OERI's role in fostering collaboration. The report provides an executive summary of the session as well as the comments of the two speakers who introduced and moderated the symposium and the three members of the symposium panel: (1) Judi Conrad, ERIC Clearinghouse on Handicapped and Gifted Children; (2) Bruno Manno, OERI; (3) John Hollifield, Dissemination and Outreach Center for Research on Elementary and Middle Schools, Johns Hopkins University; (4) David Crandall, Laboratory for Educational Improvement of the Northeast and Islands; and (5) Susan Fuhrman, Center for Policy Research in Education, Rutgers University. Also provided are the comments of two reactors, Christopher Cross of Macro Systems, Inc., and Willis Hawley of Vanderbilt University, and the senior officials of the five OERI program offices: Milton Goldberg, Office of Research;

Nelson Smith, Programs for the Improvement of Practice; Emerson Elliot, National Center for Education Statistics; Ray Fry, Library Programs; and Sharon Horn, Information Services. Bruno Manno delivered the closing remarks. (SD)

ED 318 489 IR 053 173

Kersten, Dorothy B.
Classifying Church or Synagogue Library Materials. CSLA Guide No. 7.
REPORT NO.- ISBN-0-915324-13-X
PUB DATE- 88
NOTE- 19p.; Revised, 1982.
AVAILABLE FROM- Church and Synagogue Library Association, P.O. Box 19357, Portland, OR 97219 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Biblical Literature; Cataloging; Christianity; *Classification; Humanities; Judaism; *Library Materials; *Religion; Resource Materials; Social Sciences; *Subject Index Terms
IDENTIFIERS- *Church Libraries; Dewey Decimal Classification; *Synagogue Libraries
This revised guide is intended for use by both beginning and experienced church and synagogue librarians. Based on the latest edition of the Dewey Decimal System, the classification system that is recommended focuses on those subjects which would most likely be found in a congregational library. It is suggested that synagogue librarians may find it useful to use this classification system as a supplement to one of the Jewish classifications already published (as listed in this guide's 10-item bibliography). The major classification headings are: (1) General Works; (2) Philosophy, Ethics, Psychology; (3) Religion--General Works; (4) Religion--Natural Theology; (5) Religion--the Bible; (6) Religion--Doctrinal; (7) Religion--Devotional; (8) Religion--Pastoral, Parochial; (9) Religion--Church--Institutions and Work; (10) Religion--Church History; (11) Religion--Denominations and Sects; (12) Religion--Non-Christian; (13) Religion--Judaism; (14) Social Science; (15) Language; (16) Pure Science; (17) Useful Arts, Technology, Applied Science; (18) Fine Arts, Recreation; (19) Literature; and (20) Geography, History, Biography. The guide provides step-by-step instructions for classifying a collection of books as well as a brief introduction to the purposes of classification. (10 references) (SD)

ED 318 502 JC 900 217

Minicucci, Catherine; And Others
An Evaluation of the Transfer Center Pilot Program. Volume 1: Executive Summary and Recommendations. Volume 2: Findings.
Berman, Weiler Associates, Berkeley, CA.
PUB DATE- Aug 89
NOTE- 241p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Advising; Asian Americans; Black Students; *College Transfer Students; Community Colleges; *High Risk Students; Hispanic Americans; Intercollegiate Cooperation; Minority Groups; *Nontraditional Students; Program Effectiveness; Program Evaluation; State Universities; *Transfer Programs; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Transfer Center Pilot Program CA

Findings and recommendations are presented from a three-year evaluation of the Transfer Center Pilot Program (TCPP), which was implemented in 20 California community colleges and universities to increase community college transfer rates among Blacks, Hispanics, Native Americans, and low-income and disabled students. Transfer centers were established on community college campuses to identify, encourage, and assist potential transfer students, strengthen curricular coordination, and work with existing programs. Three models of service delivery were used: a group approach, an individual approach, and a mixed approach. Volume 1 presents an overview of evaluation results and recommendations pertaining to program continuation, expansion, and improvement. Major findings are highlighted, including that supportive administrative environments aided effective Transfer Center implementation, that individual and mixed approaches were most successful in identifying and serving students, that a campus-wide focus on transfer and faculty involvement in the program helped the centers meet their goals, and that counseling improvements and more work to help less motivated students were needed. Volume 2 begins with an introduction to the TCPP, a profile of transfer center campuses, and an overview of the evaluation methodology. Subsequent chapters focus on: (1) implementation of TCPP at community colleges and four-year institutions, and intersegmental cooperation; (2) a descriptive profile of transfer students, comparing students from colleges with state-funded transfer centers (SFTC's) and those from other colleges, and comparing students who were and were not transfer center students; (3) an assessment of the effectiveness of the TCPP in terms of transfer rates to University of California (UC) and California State University (CSU) campuses; and (4) a summary and conclusions regarding program implementation and program effectiveness. The appendixes include the evaluation topics covered during fieldwork interviews, the student questionnaire, and transfer data for 1982-83 through 1987-88, and statistical data and methods. (WJT)

ED 318 515 JC 900 239

Green, Donald W.; Corgiat, RayLene
Program Development and Evaluation: A Modeling Process.
Genesee Community Coll., Batavia, N.Y.
PUB DATE- 90
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; Course Objectives; Deduction; *Evaluation Criteria; *Evaluation Methods; Induction; Models; *Outcomes of Education; *Program Development; *Program Evaluation; Two Year Colleges
A model of program development and evaluation was developed at Genesee Community College, utilizing a system theory/process of deductive and inductive reasoning to ensure coherence and continuity within the program. The model links activities to specific measurable outcomes. Evaluation checks and feedback are built in at various levels so that program changes can be made without redesigning the whole program. The model consists of the following six steps: (1) define the purpose of the course or program; (2) identify three to six general activities which will achieve the defined purpose; (3) break down each activity to three to six more specific activities, making sure that the outcomes remain consistent; (4) continue to breakdown the activities to new levels of specificity until all activities are clearly defined and understood; (5) identify all input and output at each level of activity; (6) determine relationships among the activities; and (7) identify constraints, such as attitudes, policies, and funding, which influence outcomes. The completed model should be checked to ensure that activities and outcomes are properly matched at each level and that all outcomes are clearly defined in measurable, behavioral terms. Graphic depictions of these steps are appended. (WJT)

ED 318 527 JC 900 259

Baker, George A., III; And Others
Teaching as Leading: Profiles of Excellence in the Open-Door College.
American Association of Community and Junior Colleges, Washington, D.C.
PUB DATE- 90
NOTE- 359p.
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, DC 20036 ($28.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *Community Colleges; *Instructional Leadership; Student Motivation; Teacher Attitudes; *Teacher Effectiveness; Teacher Qualifications; *Teacher Role; *Teacher Student Relationship; Teaching Methods; Teaching Skills; Teaching Styles; Two Year Colleges

Drawing from interviews with 869 award-winning community college professors and instructors from the United States and Canada, this book describes the behaviors and techniques used by outstanding teachers in their roles as leaders, influencers, and motivators. Chapter 1 provides a foundation for the concept of teacher as leader, including operational definitions of "teaching" and "learning" and a discussion of motivation theories. Chapter 2 employs an analysis of leadership theory to demonstrate the clear link between leaders and followers, highlighting the path-goal model of leadership as the process of gathering behavioral information about teaching. Chapter 3 presents the research methodology used to describe effective teaching behavior, predict the behavior of effective teachers, develop recommendations for improvement through self-evaluation, and explain ways in which effective teachers motivate students. Chapter 4 presents a profile of the award-winning instructors, including information on experience, age, gender, ethnicity, teaching fields, retention rates, and institutional policies. Chapter 5 provides a framework for employing the path-goal theory of leadership to explain the

interaction between teaching and learning. Chapter 6 introduces the Teaching as Leading Inventory (TALI), a tool used to classify an instructor's dominant teaching style as Supporter, Theorist, Achiever, or Influencer. Chapters 7 through 10 offer detailed descriptions of each of these four teaching styles. After summarizing the four separate styles, chapter 11 reviews leadership theories supporting situational teaching and a holistic and contingent view of teaching. Chapter 12 highlights current professional development programs in the U.S. and Canada. Finally, chapter 13 reviews the recommendations from three major educational reform reports as strategies for making teaching and learning a central aspect of all community colleges. Includes a compact version of the TALI and the survey instrument. (WBT)

ED 318 540 PS 018 575

The Education for Parenting Organization.
Education for Parenting, Philadelphia, PA.
PUB DATE- 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Development; *Elementary School Curriculum; Elementary Secondary Education; *Individual Development; Parent Child Relationship; *Parenthood Education; Parent Influence; *Parenting Skills; *Secondary School Curriculum; *Units of Study
IDENTIFIERS- *Educating for Parenting Program

Features of the Education for Parenting program's Learning About Parenting: Learning to Care curriculum, Parts I, II, and III are described in detail. The curriculum aims to sensitize students to the responsibilities of parenting and teach students the information and skills needed for parenting and caregiving. It is expected that students who complete the instruction program will understand the complexities, potentials, and variations in infants and young children, the process of human development, and the vital role of parents and caregivers in promoting the full development of the child. The curriculum is based on the assumptions that caring is an ability that can be learned and that study of the interaction of parents and infants adequately introduces students to most of the essential elements of caring. The curriculum calls for babies and parents to be brought together in the classroom, usually once a month, so that students may observe interaction between parents and their baby. Of the three age-appropriate parts of the curriculum, Part I is for the early elementary grades, Part II is for the later elementary grades, and Part III is for middle through beginning high school. (RH)

ED 318 555 PS 018 738

Hierzig, Francis
Dissemination of the Project's Findings. National Seminar (12th, Luxembourg, February 22, 1989). The CDCC's Project No. 8: "Innovation in Primary Education."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT(89)25
PUB DATE- 16 Oct 89
NOTE- 24p.; For related documents, see ED 315 172-175 and PS 018 735-740.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Curriculum Development; *Educational Innovation; Educational Objectives; *Educational Practices; Educational Technology; Elementary Education; *Elementary School Curriculum; Foreign Countries; Information Dissemination; Leadership; Parent Participation; *Program Implementation; Science Education; Teacher Role
IDENTIFIERS- Head Teachers; *Luxembourg
A day-long study session was held in Luxembourg to publicize the results of Project No. 8, Innovation in Primary Education (IPE), of the Council of Europe's Council for Cultural Cooperation. Participants were instructed to view the session in relation to efforts to disseminate the results of the IPE and the revision of Luxembourg's primary school curriculum. The session, which was conducted in French, was attended by about 70 educators, including school inspectors, designers of the new primary curriculum, representatives of primary teachers' trade unions, and representatives of post-primary education. Intitial addresses concerned curriculum revision and the aims of primary education. An account of the IPE was offered. Lectures on new information technologies, science teaching at primary school, and innovation in mathematics teaching were then given. General discussion explored expectations of post-primary education, the new curriculum, organization of the school day, the role of head teachers, parents as part of the educational community, contact schools, and an international information network on education. Included in the appendices are the seminar program, an address by the Minister for Education and Youth, and a list of participants. (RH)

ED 318 571 PS 018 757

Charlesworth, Rosalind; And Others
Kindergarten Teachers' Beliefs and Practices.
PUB DATE- 16 Apr 90
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; *Check Lists; Classroom Observation Techniques; Classroom Research; Classroom Techniques; *Educational Practices; Factor Structure; *Kindergarten; Measures (Individuals); *Preschool Teachers; Primary Education; Questionnaires; Teacher Attitudes; Test Construction; Test Reliability
IDENTIFIERS- *Developmentally Appropriate Programs; *Teacher Rating Scale
The major objectives of this study were to: (1) develop a questionnaire based on the National Association for the Education of Young Children's 1986 guidelines for developmentally appropriate practice in early childhood education; and (2) use the questionnaire to obtain information regarding kindergarten teachers' beliefs and instructional activities. The measure developed was a 27-item Checklist for Rating Developmentally Appropriate Practice in Kindergarten Classrooms. The measure, composed of two scales, the Teachers' Beliefs Scale and the Instructional Activities Scale, was administered to 113 kindergarten teachers from 4 Southern states. Findings suggested that psychometric properties of the measure were encouraging; they revealed positive correlations between developmentally appropriate beliefs and activities and between developmentally inappropriate beliefs and activities. Factors of both scales were fairly strong and independent. Teachers characterized as more developmentally appropriate felt themselves to be more in control than did teachers characterized as less developmentally appropriate. It is concluded that the teacher questionnaire shows promise of being a useful instrument for the study of teachers' perceptions of their beliefs and practices. Results support the contention that a great deal of inappropriate practice occurs in kindergarten classrooms. (Author/RH)

ED 318 585 RC 017 489

Szasz, Margaret Connell
Indian Education in the American Colonies, 1607-1783.
PUB DATE- 88
NOTE- 333p.
AVAILABLE FROM- University of New Mexico Press, Albuquerque, NM 87131.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Acculturation; *American Indian Culture; *American Indian Education; *American Indian History; American Indian Studies; *Colonial History (United States); Cultural Exchange; Ethnology

Indian schooling in colonial America was continuously immersed in the exchange between cultures that involved religion, land ownership, disease, alcohol, and warfare, and was molded by trade in furs and hides, and Indian slaves. In the past two decades American scholars have begun to reinterpret colonial North American Indian history and the relations of Indians and whites through an ethnohistorical framework that takes these factors into account. This book examines colonial education of the Indians from this viewpoint, as described in the introduction. The book considers education as the entire process of cultural transmission in its more narrow, institutional form. Colonial Euroamerican education is described, and a history of specific efforts to school the Indians in the American colonies is given. The diversity that characterized the colonies was reflected in colonial efforts to school the Indians and the Indians' perception of such schooling. Indians educated in Euroamerican schools became culture brokers for the colonial world. A number of their stories are told. The book also discusses native childrearing and education practices as they affected native children schooled by the colonials. Native responses to the changes of colonization are also considered. The book contains portraits of Colonial educators, historical pictures, maps, and about 450 references. (DHP)

ED 318 599 RC 017 506

Why Waste a Second Chance? A Small Town Guide to Recycling.
National Association of Towns and Townships, Washington, DC.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
REPORT NO.- ISBN-0-925532-00-2
PUB DATE- 89
NOTE- 46p.; The training package includes this guidebook, a 12-minute video, and a guide to conducting training sessions.
AVAILABLE FROM- National Association of Towns and Townships, 1522 K Street, N.W., Suite 730, Washington, DC 20005 ($11.00 postpaid, quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Action; Community Attitudes; Community Problems; *Local Government; Program Development; Publicity; *Recycling; *Rural Areas; *Solid Wastes
IDENTIFIERS- *Small Towns

In many communities, garbage disposal--solid waste management--is the third largest municipal expenditure and a fast growing budget item. Many small local governments have controlled the growth of these costs by recycling up to 40% of the total solid waste they produce. This guidebook can help communities identify and develop opportunities available through recycling. Chapters cover: (1) recycling as part of an overall community strategy to deal with limited landfill space, rising disposal costs, stricter federal and state regulations, and environmental problems; (2) information gathering and problem assessment to locate the right solutions to solid waste problems; (3) locating buyers and creating a market for recycled materials; (4) making decisions in the design of a recycling program; and (5) educating the public through media coverage, flyers, school programs, and other approaches that encourage household and business participation. Appendices include state government recycling agencies; state recycling associations; a selected bibliography of 24 books, reports, journals, school curricula, and EPA publications; and an outline of financing options. (SV)

ED 318 616 SE 051 363

Brice, Raphaelle
From Oil to Plastic. Young Discovery Library Series.
REPORT NO.- ISBN-0-944589-17-0
PUB DATE- 88
NOTE- 41p.; Contains colored pictures which may not reproduce well. For other titles in this series see SE 051 356-368.
AVAILABLE FROM- Young Discovery Library, P.O. Box 229, Ossining, NY 10562 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Childrens Literature; Conservation (Environment); Elementary Education; *Elementary School Science; *Plastics; *Reading Materials; *Science History; *Science Materials; Scientific Concepts
IDENTIFIERS- *Oil

This book is written for children ages 5 through 10. Part of a series designed to develop their curiosity, fascinate them and educate them, this volume explains in text and pictures how plastic is made from oil, the problems with this nearly indestructible material, and the future of plastics. Topics include: (1) formation of oil; (2) history of oil use; (3) oil rig; (4) oil refining; (5) uses of oil; (6) uses of plastics; and (7) plastic manufacturing. (YP)

ED 318 633 SE 051 387

Davydov, V. V.
Soviet Studies in Mathematics Education. Volume 2, Types of Generalization in Instruction: Logical and Psychological Problems in the Structuring of School Curricula.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-291-0
PUB DATE- 90
NOTE- 450p.; For Volume 1, see SE 051 386.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091 ($25.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Concept Formation; *Concept Teaching; *Educational Psychology; *Elementary School Mathematics; Elementary Secondary Education; Foreign Countries; Instructional Materials; Mathematical Concepts; *Mathematics Instruction; Mathematics Materials; *Secondary School Mathematics
IDENTIFIERS- *USSR

This is volume 2 of the series of translations of books from the Soviet literature on research in the psychology of mathematics instruction and on teaching methods influenced by the research. An introduction to Soviet education and mathematics education is provided. The purpose of this volume is to substantiate the idea that a genuine solution to the problems of modern instructional education from the standpoint of its logical and psychological foundations presupposes a "change in the type of thinking" projected by the content of school subjects and by the methods of teaching them. Chapters included are: (1) "The Problem of Generalization in Traditional Psychology and Didactics"; (2) "The Epistemological Essence of the Theory of Generalization and Concept Formation which is Accepted in Traditional Psychology and Didactics"; (3) "A Critical Analysis of the Empirical Theory of Thought"; (4) "The Empirical Character of Generalization as One of the Sources of Difficulties in Mastering Instructional Material"; (5) "The Absolutization of Rational-Empirical Thought in Educational Psychology and Didactics"; (6) "Criticism of the Empirical Theory of Thought in Psychology"; (7) "The Basic Propositions in the Dialectical Materialist Theory of Thought"; and (8) "On the Potential for Implementing the Idea of Theoretical Generalization in Solving Problems in Educational Psychology." (YP)

ED 318 647 SO 020 490

Peterson, Barbara Bennett
American Historian Arthur Schlesinger's Challenge to Women Historians and Scholars.
PUB DATE- 89
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Activism; Change; Civil War (United States); Colonial History (United States); *Females; *Feminism; *Historiography; Modern History; *Social History; United States History; Womens Studies
IDENTIFIERS- Schlesinger (Arthur)
In 1922, Arthur Schlesinger urged his fellow historians to write women into the history books. He recognized that the size and sweep of women's history offered scholars and students the opportunity of a new major field. His call failed to arouse skeptical minds through the 1940s and 1950s as feminism fell into disrepute. But with the resurgence of feminism in the 1960s and 1970s, scholarly interest in the female experience in U.S. history revived. By 1989, the pall of silence that had excluded the experiences of women in history by default had been replaced by scholarly, rationally fair-minded research and writing. In their drive to have women's history accepted, proponents of the field are generally professional, seldom polemical, and rely on massive documentation and carefully gleaned statistics to advocate, and to prove new themes. Individuals within the field are moving beyond the discovery of women in history and the proving stage, to the debating stage, wherein professionals in the field now argue over what new materials in women's history really mean. Some of the new themes being explored are: (1) Did the Colonial period constitute a golden age for women? (2) Was the Revolutionary War liberating for women? (3) What was the woman's role within the family in the Colonial period? (4) Was there feminist activism before the abolitionist and suffrage organizations? (5) Was Victorianism in the sense of the "cult of true womanhood" suppressive? (6) For the period between the Civil War and World War I, what was the extent of feminist participation in union activism, and did technology take women out of the home? and (7) What were the activities of women in reform movements and agencies during the Progressive period? (JB)

ED 318 662 SO 020 739

Levin, Henry M.
The Dilemma of Comprehensive Secondary School Reforms in Western Europe. Program Report No. 79-B2.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
SPONS. AGENCY- National Inst. of Education (DHEW), Washington, D.C.
PUB DATE- Feb 79
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Comprehensive Programs; *Educational Change; *Educational Opportunities; Educational Trends; Equal Education; Postsecondary Education; *Secondary Education; Social Stratification
IDENTIFIERS- *Europe (West)

One of the most significant educational reforms in Western Europe during the last two decades has been the attempt to create a system of comprehensive secondary schools. The traditional approach to secondary education was characterized by a highly stratified formal system in which students were allocated to academic, commercial, or vocational secondary schools on the basis of examinations taken at 10-12 years of age. The purpose of the comprehensive secondary school was to delay educational selection and stratification in order to provide more nearly equal educational opportunities and choices at the secondary level for children drawn from different social class origins. The dilemma of the reform is that the reduction in selection and stratification at the secondary level must necessarily create a shift of these functions to the postsecondary educational system and labor markets. A number of changes have taken place in higher education in Western Europe that reflect this tendency. These include the increase in selective admissions policies, dilution of resources, increased class differentiation among types of institutions, rises in wastage or dropout rates, and the effects of surpluses of graduates in the labor market. All of these contribute to stratification in the higher educational population. (AS)

ED 318 679 SO 020 806

Huber, Joe; Forey, William
Social Studies Needs Assessment: Rural vs. Urban.
PUB DATE- 87
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Research; *High Schools; High School Students; Needs Assessment; Role of Education; *Rural Urban Differences; Secondary Education; Secondary School Curriculum; *Social Studies; Student Needs; *Teacher Attitudes; Teacher Background
IDENTIFIERS- *Social Studies Teachers; United States (Midwest)
According to a survey of social studies teachers in small, rural, midwest high schools: (1) social studies curriculum needs of rural students do not differ from those of urban students; (2) cultural aspects of rural and urban societies should be passed on to students by the formal education process; and (3) they incorporated rural-oriented aspects into their curriculum. The statistical treatment revealed that the beliefs of the instructors with rural backgrounds were generally similar to the beliefs of instructors with urban backgrounds. This report includes several tables of statistical data. (Authors/DB)

ED 318 695 SP 032 186

Parker, Michelle B.; And Others
The Architecture of Teaching. Issue Paper 89-11.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 44p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 ($5.20).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Development; Educational Research; Elementary Secondary Education; Institutional Characteristics; *Organizational Climate; Professional Development; *School Organization; *Teacher Participation; *Teaching (Occupation); Teaching Conditions
In the study reported here, it is argued that recent policies implemented to improve the quality of the teaching profession by altering career structures are not likely to affect positively teachers' practices, teachers' work conditions, students' learning, or traditional school organizational patterns. Analyses of four teacher career structures indicate that current occupational structures do little to address such issues as how teachers teach; what teachers know; and the diversity in terms of knowledge, skill, ambitions, and interests among individuals in the profession. Three alternatives for career structures are proposed--teachers as participants in a school community, teachers as participants in the local community, and teachers as individuals. The three alternative structures are discussed and evaluated in terms of how they account for individual differences among teachers while maintaining high standards for meaningful teaching and learning, and how they take into account existing organizational characteristics, norms, and expectations of teaching life. (Author/JD)

ED 318 712 SP 032 230

Greene, Leon
Enhancing Thinking Abilities in Children through Movement.
PUB DATE- Mar 90
NOTE- 16p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (New Orleans, LA, March 28-31, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Development; Elementary Education; Individual Development; Learning Strategies; *Movement Education; *Physical Activities; *Physical Education; Psychomotor Objectives
Opportunities for the enhancement of total development must be available to children once they enter the educational system. The physical education program of the total school curriculum should provide these opportunities. Striving for the total development of children through physical activity is explained in the model for "thinking and feeling through movement." This model proposes that children must first be taught to think about their movements and that once this occurs all variables relative to movement will be affected in a positive way. Maximizing the learning experience in physical activity may be attained through use of this model. The idea of learning through physical activity covers a broad range of possibilities. There are many known physical education activities (games, drills, relays, etc.) which provide excellent opportunities for enhancing learning during a normal physical education class. Detailed descriptions of seven types of physical activities that promote total development are attached. (Author/JD)

ED 318 728 SP 032 326

Traffic Safety Education Guide.
New York State Education Dept., Albany. Bureau of Curriculum Development.
PUB DATE- Jan 89
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accident Prevention; Curriculum Development; *Driver Education; Motor Vehicles; *Safety Education; Secondary Education; State Curriculum Guides; Traffic Accidents; *Traffic Safety

This guide, intended for administrators, curriculum developers, and teachers, provides outlines and suggestions for strategies and materials needed to achieve the goals and objectives of the safety education program. The guide covers the following topics: a broad examination of the highway system; the responsibilities highway users have toward each other; the operation of the traffic system; governmental responsibilities for the system; how natural laws affect driving; and the effects of alcohol and other drugs on driving. Having this information will enable student highway users to identify inappropriate behavior or conditions, formulate alternatives, and take actions that will avoid or minimize danger and reduce risk to themselves and others. A three-step process of identification, decision making, and risk reduction enables students to synthesize new knowledge and experience with what they already know and to refine and extend the fundamentals of traffic safety. The guide follows a format that is compatible with the New York Safety Education Syllabus K-12. Each section contains objectives, learner outcomes, suggested learning activities, sample activities, teacher notes, and a list of resources. (JD)

ED 318 743 TM 014 650

Jaeger, Richard M.
Establishing Standards on Tests Used for Certification of Education Personnel: Validity Issues.
PUB DATE- Aug 88
NOTE- 23p.; Paper presented at the Annual Meeting of the American Psychological Association (96th, Atlanta, GA, August 12-16, 1988) and, with slight modifications, under the title "Setting and Using Cutoff Scores on Tests Used for Certification" at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cutting Scores; Elementary Secondary Education; Evaluators; *Licensing Examinations (Professions); *School Personnel; Scoring; *Standards; *Teacher Certification; Teacher Selection; Test Use; *Validity
IDENTIFIERS- *Standard Setting; Standards for Educational and Psychological Tests; Uniform Guidelines Employee Selection Procedures
The "Standards for Educational and Psychological Testing" (1985) and the "Uniform Guidelines on Employee Selection Procedures" (1978) provide no clear guidance on choosing methods for setting standards on teacher certification tests, although they require that practices be well-documented and produce reasonable results, and that the implications of conclusions be validated. Although literature to guide choices is lean, it appears that Angoff's procedure produces more reasonable standards than do its competitors. Practices that are recommended for use include: (1) identification of a population of judges qualified to make judgments; (2) use of sound scientific methods to sample judges; (3) selection of samples of sufficient size to provide stable average recommendations; (4) use of standard-setting procedures within the capabilities of judges; (5) training judges to understand and interpret information; (6) informing judges about requirements of the teaching jobs in question; (7) providing judges with information on the relationship between test and job performance; (8) providing judges with information on the distribution of test performances of a representative sample of examinees; and (9) providing judges with opportunities to reconsider initial recommendations. Following these guidelines will yield test standards produced by an appropriate and adequate sample of capable and qualified judges. A 25-item list of references is included. (SLD)

ED 318 757 TM 014 790

Fisher, Darrell L.; Fraser, Barry J.
Validity and Use of the School-Level Environment Questionnaire.
PUB DATE- Apr 90
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Environment; Educational Improvement; *Elementary School Teachers; Elementary Secondary Education; Foreign Countries; *Questionnaires; *Secondary School Teachers; *Teacher Attitudes; Test Construction; Test Use; *Test Validity
IDENTIFIERS- Australia; *School Level Environment Questionnaire
The development and validation of a new instrument, the School-Level Environment Questionnaire (SLEQ), are described. The SLEQ measures teachers' perceptions of psychosocial dimensions of the environment of the school. The SLEQ consists of 56 items, each scored on a five-point scale, and grouped in eight scales: (1) student support; (2) affiliation; (3) professional interest; (4) staff freedom; (5) participatory decision making; (6) innovation; (7) resource adequacy; and (8) work pressure. The SLEQ was validated with three samples from Australian schools: 83 teachers from 19 metropolitan elementary and secondary schools in Sydney; 34 secondary school beginning teachers in New South Wales; and 109 elementary and secondary teachers in Tasmania. Results indicate that each SLEQ scale displayed satisfactory internal consistency with satisfactory discriminant validity results, suggesting that distinct, but somewhat overlapping, aspects of school environment were measured. The SLEQ was used, in the Tasmanian sample, to determine differences in the climates of elementary and secondary schools. It was also used to evaluate teachers' efforts to improve school environment in a study of 15 elementary teachers in a pretest/posttest evaluation of improvement efforts. Four tables and two graphs present data from these studies; an appendix provides the SLEQ. A 33-item list of references is included. (SLD)

ED 318 771 TM 014 829

Stolworthy, Reed L.
Teacher Education: The Application of Fisher's LSD Matrix in the Evaluation of Preservice Teachers.
PUB DATE- 3 Feb 90
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperating Teachers; Elementary Secondary Education; Higher Education; *Interrater Reliability; *Matrices; *Preservice Teacher Education; Statistical Significance; Student Teacher Evaluation; *Student Teachers; Teacher Evaluation; Teaching Skills; *Undergraduate Students
IDENTIFIERS- *Levels of Significant Differences (Fisher); *Teacher Competencies
The degrees of variance among three groups of evaluators relative to their assessments of the teaching competencies of preservice teacher education students were studied. Subjects included groups of 23 and 32 undergraduates who were certified to teach by the teacher preparation program at Washburn University in Topeka (Kansas) in 1987 and in 1988, respectively. At the end of student teaching, the student, the cooperating teacher, and the university supervisor completed a rating scale containing the same criteria related to the teaching-learning process. A matrix of probabilities was obtained for each competency examined through the multiple comparisons provided in Fisher's levels of significant differences (LSDs). The mean values derived were not, in most cases, significantly different for the three groups of evaluators. The greatest differences, which were not large, were found between students' self-assessments and the evaluations of university supervisors for long-range and daily lesson planning and competence in assessing and interpreting student progress. Appendix A gives the means and standard deviations of the study in 25 tables. Appendix B contains 25 additional tables showing the application of Fisher's LSD matrix. Appendix C is a summary of levels of significance, and Appendix D contains the Follow-Up Performance Rating Scale for Student Teachers. (SLD)

ED 318 785 TM 014 900

Golan, Shari; Graham, Sandra
Motivation and Cognition: The Impact of Ego and Task-Involvement on Levels of Processing.
PUB DATE- Apr 90
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cognitive Processes; Comparative Analysis; Educational Strategies; *Elementary School Students; *Grade 5; *Grade 6; Intermediate Grades; Learning Motivation; Motivation Techniques; Recall (Psychology); *Self Concept; *Student Motivation
IDENTIFIERS- *Levels of Processing; Rhyme; Sentence Completion Test
To study the effects of motivation on cognition, 55 fifth- and sixth-grade students were randomly assigned to 3 motivational treatment groups: (1) ego-involved (ability oriented); (2) task-involved (mastery oriented); and (3) control (no orientation). The ego-involvement treatment attempted to make subjects feel that their abilities on the tasks were being judged and compared to those of other subjects. The task-involvement treatment encouraged subjects to view any mistakes as challenges and to see the overcoming of these challenges as the end goal. The control treatment offered the subjects no interpretation of the tasks, leaving the subjects free to generate their own orientation toward the tasks. All subjects completed a computer task that required them to process 60 words at one "shallow" and two "deep" levels of processing through rhyming (shallow), categorization (deep), and sentence completion (deep). No differences existed between the treatment groups at the rhyming level of processing, but at the categorization and sentence-completion levels, the task-involved and control treatment groups recalled significantly more words than did the ego-involved group. This finding suggests that ego-involvement may be especially detrimental to learning that requires deeper levels of cognitive processing. Appendix A provides a transcript of experimental procedures, Appendix B lists the

levels of processing of task items, and Appendix C includes the follow-up questions and the 60-item free recall measure used in the study. (SLD)

ED 318 799 TM 014 932

Dempsey, John V.; And Others
Attention Reduction Training: Overview and Implications for Training and Research.
PUB DATE- Apr 90
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Control; *Computer Assisted Instruction; Computer Simulation; *Instructional Development; Learning Motivation; Memory; Primacy Effect; Skill Analysis; *Training Methods; *Transfer of Training
IDENTIFIERS- Attention Diversion; Dual Tasks
A computer-based attention reduction model of training is presented, and associated issues related to instructional systems design are outlined. Attention reduction training (ART) is based on the dual task assessment procedure developed by researchers in the area of memory. The technique involves having subjects respond to two tasks simultaneously. The issue of vertical transfer of training is central to the model. Vertical transfer describes a condition in which a subordinate skill is used when performing a superordinate skill; the notion that two or more skills may be related in a hierarchical fashion becomes paramount to this view of transfer. Whereas training aimed at skill mastery focuses primarily on performance accuracy, ART extends skill performance criteria to include speed (reaction time) and other measures related to the reduction of attentional resources (i.e., the ability to process two or more tasks concurrently). From this perspective, it is maintained that the development of fluent or automatic intellectual skills is content specific and should be approached from the perspective of detailed hierarchical analysis techniques. The consistent mapping practice procedure can be used to reduce attentional resources related to the secondary skill/task and to test the hypothesis that this ART facilitates vertical transfer. Issues related to instructional development include motivation, incrementing task workload, use of multiple primacy tasks, optimal primary task workload, and speeded training techniques. Two figures are included. (TJH)

ED 318 813 UD 027 382

For the Children: The TAC Chapter 1 Program Improvement Process.
RMC Research Corp., Denver, CO.
PUB DATE- 90
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Compensatory Education; *Educational Improvement; Educationally Disadvantaged; Educational Objectives; Elementary Education; Elementary Schools; *Formative Evaluation; Program Content; Program Guides; *Program Implementation; *Program Improvement; *Student Improvement
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Technical Assistance Centers

This guide presents the components and implementation phases of the Technical Assistance Center's Chapter 1 Program Improvement Process. The goal of this process is to improve the achievement of educationally disadvantaged students. The following components are discussed: (1) teamwork; (2) informed decision-making; (3) vision setting; (4) research and reality based; (5) site sensitive; and (6) focus on the student. Four phases of the process are discussed. Phase One, "Gathering Information," includes the following events: (1) teams are assembled and trained; (2) facts and opinions are gathered; and (3) analysis of the facts is initiated. Phase Two, "Targeting Areas for Improvement," includes the following events: (1) leaders begin to focus on problems; (2) action teams are set up to analyze strengths and weaknesses of the program; (3) areas for improvement are designated; and (4) alternative solutions to problems are explored. During Phase Three, "Building a Vision," the action teams present their analysis of relative merits of the solutions under consideration, along with their recommendations for change. At the end of Phase Three, the group has an idea of the way Chapter 1 should be implemented at its school, along with a plan for achieving its goals. During Phase Four, "Turning the Vision into Reality," the plans set in the previous phase are implemented. At the end of the school year, the change is evaluated to determine its impact on the students. (JS)

ED 318 826 UD 027 402

Raby, Marilyn
The California Partnership Academies.
Sequoia Union High School District, Redwood City, Calif.
PUB DATE- Jan 90
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; Dropout Prevention; *Dropout Programs; *High Risk Students; High Schools; High School Students; Models; Program Descriptions; *Relevance (Education); *School Business Relationship; State Programs; *Work Experience Programs
IDENTIFIERS- *California; *Collaboratives
The California Partnership Academies Program is a highly successful school/business collaboration that allows students who are at risk of not graduating from high school to see clearly the connection between school and the workplace. The following key components are discussed: (1) an at-risk student population made up largely of the educationally disadvantaged; (2) interrelated academic and technical courses tailored to the career interests and needs of the students and local businesses; (3) smaller than average class size; (4) careful monitoring of individual student performance and attendance by teachers who have expressed a desire to work with these students; (5) tutoring and individualized instruction; (6) counseling services from a specially assigned guidance advisor who provides a full range of support services, including agency referrals; (7) emphasis on parent involvement, with frequent contact between the school and parents; (8) incentive awards given to highlight student achievement; (9) first-hand exposure to career information through field trips, guest speakers, and a mentor program; and (10) summer job opportunities for students who successfully complete their second year (grade 11) of the program, and for students who are on target for graduation during the last semester of their senior year. A chart illustrating a student's progression and schedule is included. A list of seven references is appended. (FMW)

ED 318 462 IR 014 378

Chakela, Lulama
The Systematic Implementation of Instructional Video Technologies. A Guide for Administrators of Education, Principals, and Teachers in Developing Nations.
Agency for Instructional Technology, Bloomington, IN.
PUB DATE- 90
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrators; *Developing Nations; *Educational Planning; *Educational Television; *Instructional Development; Principals; *Program Implementation; Teacher Education; Teacher Responsibility; *Videotape Recordings

Written for administrators, school principals, and teachers, this manual offers a systematic approach to the implementation of instructional video technologies in developing nations. The manual is divided into two main parts. The three chapters comprising the first part, which address issues related to planning for instructional video, focus on: (1) the application of theories of education to instructional video planning; (2) teacher training; and (3) correlating instructional video programming to syllabi and texts. The second part, addressing issues related to instructional video implementation in the school settings, contains two chapters which focus on teacher and learner access to equipment and programming, and teacher responsibilities associated with the utilization of instructional video. Diagrams throughout the manual supplement the text. References are provided at the end of each chapter. (GL)

ED 318 516 JC 900 240

Preparing Workforce 2000 through Vocational Technical 2+2 Programs.
Portland Area Vocational-Technical Education Consortium, OR.
PUB DATE- 90
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Articulation (Education); *College School Cooperation; Community Colleges; Cooperative Programs; Educational Legislation; Expenditures; High Schools; Labor Needs; Program Descriptions; *Technical Education; Technical Occupations; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Oregon (Portland); *Two Plus Two Programs

An overview is provided of the 1989 accomplishments of the Portland Area Vocational Technical Education Consortium (PAVTEC), which was created to strengthen partnerships between Portland Community College (PCC) and local high schools to provide high quality articulated vocational-technical programs. The first section looks at the roles of PAVTEC, local school districts, PCC, and the State Department of Education in efforts to prepare a regional workforce for the year 2000. Financial highlights are discussed next, including PAVTEC's use of federal and local resources and funding from the new Oregon Workforce 2000 Act. This section also includes a five-year revenue profile, and graphs showing PAVTEC's yearly expenditures from 1986 to 1989, its budgets for 1989-90 and 1990-91, and 1990-91 Workforce 2000 funding. The next section looks at PAVTEC's accomplishments during 1989-90, focusing on the following areas: (1) program management and organization; (2) the work of a Special Needs Task Force to meet the needs of the disabled and disadvantaged; (3) a 2+2+2 Tech Prep Model Program in Electronic Engineering Technology, which links PCC's associate degree program to a high school electronics cluster and the Oregon Institute of Technology's upper-division programs; (4) the accomplishments of committees and subcommittees on demonstration projects, program continuance/improvement, staff development, forecasting and advising, marketing and communications, and new avenues for articulation and partnerships, and of the PAVTEC steering committee; (5) results of an impact evaluation of regional cooperative vocational technical education and 2+2 programs; (6) data on student and school district participation; (7) updates to PAVTEC's three-year plan; and (8) the expansion of the Assistantship internship program for vocational-technical teachers and counselors. Following a summary of PAVTEC's first four years, the report suggests future directions in the areas of technology, trade, hospitality, and health education; meeting the education and training needs of employers; and local-state-federal partnerships to ensure funding. Members of PAVTEC's Representative Council are listed. (JMC)

ED 318 541 PS 018 711

Langford, Peter E.
Four Studies of Non-Kohlbergian Tasks To Assess the Development of Moral Autonomy during Adolescence.
PUB DATE- 90
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Decision Making; Foreign Countries; Higher Education; High School Students; *Individual Development; *Individual Differences; Interviews; Models; *Moral Development; *Personal Autonomy; Questionnaires; *Research Methodology; Secondary Education
IDENTIFIERS- Australia (Melbourne); *Justification (Psychology); *Kohlberg (Lawrence); Moral Reasoning; Multidimensional Models; Theory Development
Reported are four studies of the development of moral autonomy among 720 individuals ranging in age from 12 to 21 years. A questionnaire and a focused interview technique were used to find indications of autonomy in moral judgments and the justifications for these judgments. Tasks elicited moral decisions in the areas of child rearing, schools, work, and political and economic management. The aim of the research program was to extend the analysis of the development of moral autonomy offered by a multidimensional model of the development of moral reasoning. Specific objectives were to examine: (1) developmental change and stability in the content of attitudes about autonomous decision-making; (2) types of justifications offered for choices; and (3) relations between justification types and the content of judgments. Findings revealed the need to add the dimension of individual differences to the single dimension used to describe autonomy-related developmental changes in the content of judgments. Another dimension that indexed individual differences in the use of justification types was identified. It was found that justifications for moral judgments were more theoretical than those obtained in a Kohlberg-style interview. Content-related categorization of justifications revealed a substantial connection between justification and judgment content. (RH)

ED 318 617 SE 051 364

Planche, Bernard
Living on a Tropical Island. Young Discovery Library Series.
REPORT NO.- ISBN-0-944589-13-8
PUB DATE- 88
NOTE- 41p.; Contains colored pictures which may not reproduce well.

For other titles in this series see SE 051 356-368.
AVAILABLE FROM- Young Discovery Library, P.O. Box 229, Ossining, NY 10562 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Animals; Biological Sciences; *Childrens Literature; Elementary Education; *Elementary School Science; Geographic Regions; *Geography; Plants (Botany); *Reading Materials; *Science Materials
IDENTIFIERS- *Africa; Tropics
This book is written for children ages 5 through 10. Part of a series designed to develop their curiosity, fascinate them and educate them, this volume describes various aspects of life on the tropical island of Nossi Be, off the coast of Madagascar. Topics include houses, daily life, food, and animals and plants. (YP)

ED 318 680 SO 020 811

We the People: Law-Related Lessons on Teaching the Constitution.
Constitutional Rights Foundation, Chicago, IL.
PUB DATE- 89
NOTE- 75p.
AVAILABLE FROM- Constitutional Rights Foundation/Chicago, Suite 1700, 407 South Dearborn, Chicago, IL 60605.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Class Activities; Curriculum Enrichment; Government (Administrative Body); *Human Resources; Junior High Schools; Learning Activities; Social Studies; Teaching Methods; *United States History
IDENTIFIERS- *United States Constitution

The Unites States Constitution and the Bill of Rights set forth the basic principles of the U.S. democratic constitutional order. It is from these documents that the fundamental political concepts of the United States are derived. The program presented here was developed for junior high school students and is intended to combat the apathy toward law and government often attributed to youth and to generate their support for democratic values. It consists of 15 interactive lessons on the Constitution, designed to fit into the existing curriculum. The activities were devised as exemplary lessons to infuse the study of law and citizenship education into U.S. history and government and make students see the Constitution as a living document. The lessons are intended for use with a resource person from the community to provide realism and positive role models. Each lesson includes specific suggestions for the type of resource person and the activities in which they can participate. The material encourages inquiry and critical thinking. (JB)

ED 318 713 SP 032 247

Madfes, Tania J.
Second Careers--Second Challenges: Meeting the Needs of the Older Teacher Education Student.
PUB DATE- 89
NOTE- 12p.; Paper presented at the Annual Meeting of the California Educational Research Association (1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Students; *Andragogy; *Career Change; Elementary Secondary Education; Higher Education; Midlife Transitions; *Program Development; Teacher Education Programs; Teaching (Occupation); Transfer of Training
This study examined the questions of what alterations to teacher preparation programs are needed to better accommodate the older, second career person. Focus of the study was on a group of students who had been recruited from industry into a special science/mathematics teacher preparation program. Recommendations for teacher education program improvement are based on the following findings: (1) the students were most interested in the practical aspects of their studies; (2) they have less tolerance for bureaucracy than they did as undergraduates; (3) they require more support during both the preparation program and the induction year; (4) all were proficient in the content area of instruction; (5) novice teachers who were parents had difficulty working with entire groups; (6) all felt that student teaching was the most useful part of the program; and (7) studying the induction year of teaching revealed many areas which need to be addressed during preservice preparation in order better to prepare the career transition individual. Without special preparation, industry professionals who become mathematics and science teachers do not necessarily apply the skills and content knowledge of their former careers to their teaching. (JD)

ED 318 729 SP 032 334

Harris, Roseanne Hiatt; And Others
New Jersey Govenor's Teacher Grant Programs: 1987 Program Overviews.
New Jersey State Dept. of Education, Trenton.
PUB DATE- 89
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Creative Teaching; *Demonstration Programs; Drama; Elementary Secondary Education; *Grants; *Instructional Innovation; Language Arts; Learning Strategies; Music; Program Descriptions; *Program Effectiveness; Reading Instruction; Science Instruction; Social Sciences; Study Skills; Writing Instruction
IDENTIFIERS- *New Jersey
Profiles are presented of 30 programs and practices that were developed by the 1987 recipients of the New Jersey Governor's Teacher Grants in the following categories: drama and music; reading and writing; science; social sciences; social skills/special education; study skills; and technology. Each profile provides essential information under the following headings: (1) Program Overview--a description of the students, the classroom activities, the teacher's instructional approach, and the course content; (2) Program Objectives--a statement of both short- and long-term goals; (3) What the Research Says--a summary of research findings that support this particular instructional approach; (4) Program Effectiveness--a description of the kinds of assessments used to evaluate the program, along with program results; (5) Special Resources--a listing of the equipment, materials, staffing, and space that may be required to implement the program; (6) Scheduling Requirements--a statement of the kind of scheduling needed to implement the program; (7) Further Information--the names of persons to contact to obtain more information or to order a copy of the complete program packet; and (8) Notes--bibliographic information on the research cited. (JD)

ED 318 447 IR 014 357

External Environment Papers. Working Papers of Planning and Development Research. Working Paper 88-5.
TV Ontario, Toronto.
PUB DATE- Apr 88
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Demography; *Economic Climate; *Educational Technology; *Educational Television; Enrollment Rate; Foreign Countries; *Labor Force Development; Policy Formation; *Public Policy
IDENTIFIERS- Canada; Ontario; *TVOntario

These papers present the major issues and directions in five areas: (1) the socioeconomic and demographic environment (demography, the economies and labor forces of Canada and of Ontario, and the international and social environments); (2) education (K-12, postsecondary, adult, and the educational media resource market); (3) the broadcast environment (federal policy, Canadian Radio-Television and Telecommunications Commission, economic dimensions of the broadcasting system, the Canadian production and cable industries, audiences, educational broadcasting in Canada, public and commercial broadcasting in the United States, and the international environment); (4) the government environment (Canada, the Meech Lake Accord, and Ontario); and (5) the technological environment (cable, satellites, high definition television, stereo, VCRs, digital, videotex, and interactive television). The papers are a compilation of the opinions and understandings of those who work in, plan for, and study in each of the various fields. Sources are footnoted in each paper. The discussion in some of the papers exhibits the contradiction and lack of consensus evident in compiling the materials. The papers, therefore, do not provide answers but reflect the uncertainty of the environments in which TVOntario operates. Designed to stimulate discussion relevant to the future of TVOntario, each paper begins with a summary of the developments judged to have the most significance for the next few years. The remainder of the paper then provides details on these and other issues. (GL)

ED 318 477 IR 053 036

Van Zijl, Philip
The Integrated Resource Centre as a Developmental Agent.
PUB DATE- 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Audiovisual Centers; *Cost Effectiveness; *Developing Nations; *Educational Technology; Foreign Countries; Higher Education; Learning Resources Centers; Library Materials; *Library Role; *Resource Centers; Shared Library Resources
IDENTIFIERS- *South Africa
This paper advocates the introduction of integrated resource centers in the developing sectors of South Africa as a means for creating technologically and media-literate generations in the Post-Apartheid Era. These centers would offer opportunities for students to utilize educational media in all formats, thereby reducing the resistance to technology that arises from a lack of acquaintance with and confidence in modern technologies. It is suggested that academic support units in schools coordinate and cooperate with each other and share their resources and the resultant costs. The resource center is presented as having two components: (1) the library component, which is responsible for the acquisition of materials, the provision of technical services, media utilization, and information services; and (2) the educational technology component, which is responsible for educational staff and student development, media production, purchasing of hardware, maintenance and repairs, booking, circulation, and rental. The unique needs of South African students are discussed, and the benefits offered by resource centers to these students are assessed. The economic viability of implementing integrated resource centers that provide access to all media is examined, and the principles of resource center staffing and administration are noted. (11 references) (SD)

ED 318 490 IR 053 190

Daval, Nicole, Ed.
Collections: Their Development, Management, Preservation, and Sharing. Papers from the Joint Meeting of the Association of Research Libraries and the Standing Conference of National and University Libraries (York, England, September 19-22, 1988).
Association of Research Libraries, Washington, D.C.; Standing Conference of National and Univ. Libraries, London (England).
PUB DATE- 89
NOTE- 172p.; The 113th membership meeting of the Association of Research Libraries was held in conjunction with the joint meeting.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Foreign Countries; Higher Education; Information Technology; International Cooperation; *Library Administration; Library Associations; *Library Collection Development; Library Expenditures; Library Materials; Library Networks; *Preservation; *Research Libraries; *Shared Library Resources

Papers from the joint meeting are assembled in this document. Each of the meeting's five program sessions featured presentations by a Standing Conference of National and Universal Libraries (SCONUL) director and an Association of Research Libraries (ARL) director. The presentations highlight perspectives from both sides of the Atlantic and are intended to provide a basis for understanding the challenges faced by the member institutions of both groups. The program sessions covered: (1) "Sharing Resources: Do We Have Valid Models?" (Brian Burch, University of Leicester, and David H. Stam, Syracuse University); (2) "In an Environment with Limited Funding, How Can Research Libraries Increase Their Effectiveness for Collection Development and Sharing?" (Reg Carr, University of Leeds, and Graham R. Hill, McMaster University); (3) "How Can Local and National Collection Development Policies Be Linked with Each Other and Related to International Preservation Responsibilities?" (James F. Govan, University of North Carolina, and Michael Smethurst, British Library); (4) "How Can Collection Development and Management Be Most Effectively Organized and Staffed?" (Barry Bloomfield, British Library, and Sheila Creth, University of Iowa); and (5) "Is Stimulation of Cooperative Interinstitutional and Multinational Planning of Collection Development Worth the Effort?" (Fred Radcliffe, University of Cambridge, and Martin D. Runkle, University of Chicago). Appendices include a summary of the ARL business meeting, a report on association activities, a list of participants in the joint meeting, and descriptions of ARL and SCONUL. (SD)

ED 318 556 PS 018 739

Lavin, Patrick
Dissemination of the Project's Findings. National Seminar (13th, Vienna, Austria, March 29-31, 1989). The CDCC's Project No. 8: "Innovation in Primary Education."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT(89)26
PUB DATE- 19 Feb 90
NOTE- 44p.; For related documents, see ED 315 172-175 and PS 018 735-740.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Curriculum Development; *Educational Innovation; Educational Objectives; *Educational Practices; Educational Technology; Elementary Education; *Elementary School Curriculum; Foreign Countries; Individualized Instruction; Information Dissemination; Mainstreaming; Outcomes of Education; *Program Implementation; School Libraries; School Organization; Seminars; Teaching Methods
IDENTIFIERS- *Austria
A 3-day conference on the child-oriented primary school was convened in Vienna for the purposes of disseminating findings of the Council of Europe's Council for Cultural Cooperation's (CDCC) Project No. 8, Innovation in Primary Education (IPE), and examining issues relating to a review of Austria's primary school curriculum. Participants were academics, teacher educators, inspectors, head teachers, lower secondary and primary teachers, and representatives of teacher unions and parent associations. A total of 11 member states of the Council of Europe were represented. A review of CDCC's elementary school project was followed by lectures on: (1) tasks and aims of the primary school; (2) opportunities and limits of integration for pupils with special needs; (3) new approaches to learning and teaching in primary school; and (4) alternative models for the organization of the introductory period of schooling. Interrelated topics were discussed in group sessions; these concerned individualization of instruction, various types of primary schools, integration of special needs students, new approaches to teaching and learning, organization of the school entrance phase, new information technologies, school libraries, and the effect of elementary school change on schools of higher education. The concluding presentation compared elementary schools in several countries. (RH)

ED 318 572 PS 018 758

Schwager, Mahna; Balow, Irving H.
An Analysis of Retention Policies and Their Possible Effects on Retention Rates.
SPONS. AGENCY- California Educational Research Cooperative, Riverside.
PUB DATE- Apr 90
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Board of Education Policy; *Classification; Criteria; Decision Making; Elementary Education; *Grade Repetition; *Remedial Programs; Research Methodology; *School Districts; Teacher Attitudes
IDENTIFIERS- Analytical Methods; California; Effort; Operational Concepts; *Policy Implementation
Seventeen Southern California school districts participated in a pilot study intended to develop a framework for classifying district policies on retaining students. It was assumed that differences in district policy created varying levels of objectification of standards for decision making and varying degrees of work effort needed to implement the policies. It was hypothesized that these variances influenced districts' retention rates. All districts participating in the pilot study provided a copy of their policy on elementary student retention and promotion and a count of students retained in 1987-88. Three classification variables were used. An objectification of standards scale ranged from silence on criteria to the use of standardized tests. Difficulty of policy implementation was assessed through two variables. An administrative work effort scale ranged from simple notification of parents to referral to a child study team. A child remediation work effort scale ranged from no required remediation to remediation before and after retention. In an effort to validate the framework, district policies and retention data of another 54 California school districts were analyzed. Findings from the 71 participating districts indicated significant correlations across grades 2-6 on objectivity of standards. Increased administrative work consistently inhibited retention rates, which declined markedly at upper elementary grade levels. (RH)

ED 318 586 RC 017 490

Salerno, Anne
State and Local Activity Overview. Abridged Version.
State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 89
NOTE- 240p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; English (Second Language); High School Equivalency Programs; *Migrant Education; *Migrant Programs; Migrant Youth; *Needs Assessment; Parent Participation; Secondary Education; Staff Development; *State Programs; Tutoring; Vocational Education
IDENTIFIERS- *Migrant Education Secondary Assistance Project
Migrant Education has historically served elementary students. In recent years a significant amount of effort and resources have gone into secondary education, but baseline data have not been available about this activity. This report examines current practices in all states, entered in alphabetical order but excluding Hawaii, which has no migrant programs, the District of Columbia, and Puerto Rico. To prepare the report researchers examined the last two years of states' data. The report compiles information on each state's migrant program organization and unique secondary programs, provides a summary of the state plans for 1987 and 1988, lists secondary components, and includes secondary staff development, needs assessment, and demographic information. Related topics include basic skills learning, vocational and employment training, tutoring and counseling, learning English as a second language, and parents' involvement. High school equivalency programs are listed in the state profiles, but secondary students are not included in state performance reports or demographic data. The document contains 85 references. (DHP)

ED 318 600 RC 017 507

Grady, Marilyn L.
Women with Administrative Certification: Iowa, Kansas, Nebraska, North Dakota, South Dakota.
PUB DATE- 89
NOTE- 12p.; Paper presented at the Annual Meeting of the National Rural Education Association (81st, Reno, NV, October 7-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Certification; Educational Administration; Elementary Secondary Education; *Employed Women; Employment Level; *Job Applicants; Mail Surveys; *Occupational Aspiration; Work Attitudes
IDENTIFIERS- *United States (Midwest)
Although the number of female graduate students in educational administration approaches that of male graduate students, the number of women in administrative positions has not shown any significant increase. This study examined reasons why women with administrative certification are not administrators. Surveys were mailed to 250 certified women not in administrative positions, randomly selected from a population of 1,172 such women in North Dakota, South Dakota, Kansas, Nebraska, and Iowa. Of the 196 respondents, 65% had not applied for an administrative position in the last 5 years, and 77% had not been interviewed for an administrative position in the last 5 years. The most frequently cited reasons for not applying were: (1) satisfaction with current position; (2) no interest in being an administrator; (3) family responsibilities; (4) no vacancies in the area; and (5) no incentives to change positions. Applicants for administrative positions most frequently sought the elementary principalship. One quarter of respondents were willing to move to accept an administrative position. Seeking an administrative position was related to having received encouragement to apply. It was not related to family responsibilities or age. (SV)

ED 318 634 SE 051 388

An Exploration of the Nature and Quality of Undergraduate Education in Science, Mathematics and Engineering. A Report of the National Advisory Group of Sigma Xi, The Scientific Research Society (Racine, Wisconsin, January 23-26, 1989).

Sigma XI, The Scientific Research Society.

SPONS. AGENCY- Johnson Foundation, Inc., Racine, Wis.; National Science Foundation, Washington, D.C. Directorate for Science and Engineering Education.

PUB DATE- 89

NOTE- 57p.

AVAILABLE FROM- Sigma Xi, The Scientific Research Society, Publications Office, P.O. Box 13975, Research Triangle Park, NC 27709 (19 copies without charge; $3.00 thereafter).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Administration; *College Curriculum; *College Environment; College Instruction; *College Mathematics; *College Science; College Students; *Engineering Education; Higher Education; Mathematics Education; Science Education; *Undergraduate Study

This is a report of the National Advisory Groups of Sigma Xi to explore the nature and quality of undergraduate education in science, mathematics, and engineering and to identify the significant topics and issues that should be addressed in charting a policy for undergraduate education. The topics identified are: (1) "Quality of Instruction" discussing hands-on experience, reward systems, and use of teaching assistants; (2) "Quality of Curriculum" suggesting changes of entry-level courses; (3) "Quality of the Human Environment" emphasizing personal relationships among students, faculty, and administrative personnel; (4) "Quality of the Physical Environment" discussing laboratory experience and educational technology; (5) "Accessibility and Flexibility of Curricula Essential for Student Mobility"; (6) "Attitudes and Perceptions of Students, Faculties, Administrations and the Public"; and (7) "Promises and Special Needs of Traditionally Underrepresented Groups in Science, Mathematics and Engineering." In this report, the last three are interwoven into the discussion of the first four. After discussing the potential of undergraduate education, initiatives to Congress and the National Science Foundation are described. List of participants, an entry-level course sequence, and the keynote address on profile of undergraduate are appended. (YP)

ED 318 648 SO 020 515

Husbands, Jo
U.S. Policy in the Persian Gulf: New Beginnings.
Stanley Foundation, Muscatine, Iowa.
PUB DATE- 89
NOTE- 20p.; Report of a Vantage conference (Queenstown, MD, April 13-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Disarmament; Foreign Countries; *Foreign Policy; *International Relations; National Security; Social Sciences; War
IDENTIFIERS- *Iran; *Iraq; Persian Gulf; USSR
For 40 years the primary objectives of U.S. policy in the Persian Gulf have been to assure access by the industrialized nations to the region's oil and to prevent those resources from falling under the control of the Soviet Union or any other hostile power. The recent events in Iran, the Iran-Iraq War and its aftermath, the maneuvering of a powerful post-war Iraq, increasing Soviet activism, and the proliferation of chemical weapons and ballistic missiles call for an examination of what political, economic, and military elements will best serve future U.S. policy and interests in the region. Few conference participants saw any prospects of a genuine peace in the region in the near future, and most agreed there was little threat of Soviet intervention. Participants agreed that a fundamental reassessment of U.S. policy in the region was necessary. They identified several key issues but disagreed on potential outcomes. The major issues for U.S. policy consideration include: (1) the need to shift U.S. attention from deterring the Soviets toward a focus on forces in the Persian Gulf; (2) an exploration with the United Nations to diffuse the Shatt al-Arab River as a trigger for renewed conflict; (3) a reevaluation of U.S. military presence in the region based on the perception of a decreased Soviet threat; (4) an assessment of the opportunities for active U.S. diplomacy in the Gulf; (5) an examination of the potential for developing multilateral regimes for the purpose of promoting rapprochement among the Gulf states; and (6) a

determination of what efforts can be made to find a regime to limit both chemical and advanced conventional weapons proliferation. The report could be used as background information for teachers or by secondary level students. (JB)

ED 318 663 SO 020 744

Gordon, David
Ludwig von Mises: An Annotated Bibliography.
Ludwig von Mises Inst., Auburn, AL.
REPORT NO.- ISBN-0-945466-03-x
PUB DATE- 88
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Books (010) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Capitalism; *Economics; *Free Enterprise System; *Monetary Systems
A 117-item annotated bibliography of books, articles, essays, lectures, and reviews by economist Ludwig von Mises is presented. The bibliography is arranged chronologicaly, and is followed by an alphabetical listing of the citations, excluding books. An index and information on the Ludwig von Mises Institute at Auburn University (Alabama) are included. (AS)

ED 318 696 SP 032 187

Ball, Deborah Loewenberg
Breaking with Experience in Learning To Teach Mathematics: The Role of a Preservice Methods Course; Issue Paper 89-10.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 89
NOTE- 20p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 ($4.60).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Associative Learning; *Educational Experience; Elementary Education; Higher Education; *Learning Strategies; Mathematical Concepts; *Mathematics Instruction; Preservice Teacher Education; Prior Learning; Student Attitudes; Student Reaction; *Teaching Methods

A mathematics methods course is a critical site for intervening on prospective teachers' past experiences with mathematics, which have often left them without a meaningful understanding of mathematical content, appreciation of what mathematics entails, or confidence in their own ability to do and to learn mathematics. This paper examines the role of a preservice mathematics methods course in helping beginning elementary teacher candidates re-examine and move beyond these past experiences in order to help them learn to teach mathematics for understanding. The paper combines a conceptual analysis of the role of past experiences in learning to teach mathematics with a description of new experiences that were specifically designed to intervene on the past experiences. The new experiences lead the student teachers to reconstruct their prior experiences and to redirect the course of their future with the subject, in this case, mathematics. The conceptual analysis is elaborated with discussion of the prospective teachers' reactions. (Author/JD)

ED 318 744 TM 014 652

Jaeger, Richard M.; Busch, John Christian
An Evaluation of the Effects of Ability Grouping on the Achievement of Students in the Pitt County, North Carolina Public Schools.
North Carolina Univ., Greensboro. Center for Educational Research and Evaluation.
PUB DATE- 1 Dec 84
NOTE- 128p.; Weak type throughout.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability Grouping; *Academic Achievement; *Achievement Gains; Basic Skills; Black Students; *Elementary School Students; Elementary Secondary Education; Grouping (Instructional Purposes); Instructional Program Divisions; Track System (Education); White Students
IDENTIFIERS- *Pitt County Schools NC
Beginning in the 1980-81 school year, the Pitt County (North Carolina) School System assigned students in kindergarten through grade 12 to subjects, teachers, and classes in accordance with a plan submitted to and approved by the United States Office for Civil Rights (OCR). This report gives results of an evaluation of the basic skills achievement effects of the assignment of students to ability groups for grades 2 through 8 in 1981-82 and 1982-83. Several assignment procedures were used, including ability grouping; all had been judged to be non-discriminatory. Achievement tests used were approved by the OCR. Each grade contained between 700 and 1,000 students. The principal analyses used data contained in 216 constructed files. Overall, ability grouping neither facilitated nor impeded the average achievement growth of students. When students were tracked longitudinally across the 2 years, ability grouping appeared to be inhibiting for students whose assignment in the second year was to a group lower than that in the first year, and it appeared to be facilitative for those assigned

to a higher instructional group in the second year. Ability grouping appeared facilitative for white students and neutral for black students. Ability grouping was also most likely to be facilitative for students assigned to lowest-level instructional groups. Eight tables present study data. Forty-eight tables are appended, which present the results by race and stratum. (SLD)

ED 318 758 TM 014 794

Reckase, Mark D.
Unidimensional Data from Multidimensional Tests and Multidimensional Data from Unidimensional Tests.
SPONS. AGENCY- Office of Naval Research, Arlington, Va.
PUB DATE- Apr 90
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
CONTRACT- N00014-89-J-1908
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Item Response Theory; Matrices; *Statistical Analysis; Test Construction; *Test Results
IDENTIFIERS- *Multidimensional Approach; Psychological Dimensionality; Statistical Dimensionality; *Unidimensionality (Tests)
Although the issue of dimensionality of the data obtained from educational and psychological tests has received considerable attention, the terms "unidimensional" and "multidimensional" have not been used very precisely. One use of the term dimensionality is to refer to the number of hypothesized psychological constructs believed to be required for successful performance on a test; this is "psychological dimensionality." A second use is to refer to the minimum number of mathematical variables needed to summarize a matrix of item response data; this is "statistical dimensionality" (SD). This paper presents a framework for discussing the SD of dichotomous data matrices of item response data. It is suggested that dimensionality refers to the number of dimensions needed to summarize a data matrix that results from interactions of a set of test items and a group of examinees. Two cases are presented to summarize the circumstances under which a set of test items will generate unidimensional data when responded to by a population of individuals. In the first case, all items are sensitive to the same combination of skills in the same manner. The second situation is when psychological dimensions are strongly confounded with the difficulty of the test items. Fourteen perspective, contour, or vector plots illustrate the discussion. (SLD)

ED 318 772 TM 014 830

Pride, Cletis G.; Fowler, Joseph S.
Market Research. Cooperative Education Marketing Digest Series 1.
Cooperative Education Marketing, Inc., Kalamazoo, WI.
PUB DATE- Feb 90
NOTE- 13p.
AVAILABLE FROM- Cooperative Education Marketing, Inc., Kalamazoo College, 1327 Academy St., Kalamazoo, MI 49007 ($15.00 for six-part series).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Analysis; Data Collection; *Educational Research; *Marketing; *Planning; *Qualitative Research; Questionnaires; *Research Methodology; Sampling; Statistical Analysis; Surveys
IDENTIFIERS- *Market Research

An overview of market research is provided, with advice about conducting market research for the educator. Market research is any kind of research that gives information about the current state of the market and offers guidance in improving one's position in that market. The relative advantages of conducting market research by oneself or by hiring others to do it are explored. The roles of qualitative and quantitative research are compared. Specifics are given for the areas of sampling, questionnaire design, and the conduction of surveys. Since quality control of data in market research is essential, data collection, handling, and analysis are reviewed. Planning at the outset and implementation of results at the end are critical to the success of market research. The more detailed the plan, the more likely the results will be usable and achieved at an acceptable cost. (SLD)

ED 318 786 TM 014 901

Beaton, Albert E.; Johnson, Eugene G.
IRT as a Way of Improving the Usefulness of Complex Data.
PUB DATE- Apr 90
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Data Interpretation; *Educational Assessment; Elementary Secondary Education; *Evaluation Utilization; *Item Response Theory; *Scaling; Statistical Analysis; *Test Interpretation
IDENTIFIERS- *National Assessment of Educational Progress
When the Educational Testing Service became the administrator of the National Assessment of Educational Progress (NAEP) in 1983, it introduced scales based on item response theory (IRT) as a way of presenting results of the assessment to the general public. Some properties of the scales and their uses are discussed. Initial attempts at presenting the assessment results reported the percent correct statistics for each individual item. IRT-based NAEP scales avoid the problems of average percent correct statistics and summarize complex information by reducing a large data set into a few manageable and interpretable summary statistics. The dimensionality of data sets has been studied to protect against losing important information in the summarization process. Research into scaling has demonstrated that, in most cases, the data support creating a single developmental scale. The NAEP also produces a global summary, using a weighted average of the domain scores. Scale anchoring is accomplished by describing what students at selected levels know and can do. A typical anchoring process is described. Three figures illustrate the use of NAEP scales. (SLD)

ED 318 800 TM 014 933

Tucker, Susan A.; Dempsey, John V.
Photo-Interviewing as a Tool of Inquiry.
PUB DATE- 90
NOTE- 12p.; Paper presented at the National Consortium for Instruction and Cognition (Boston, MA, April 16-20, 1990). Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Computer Software; *Computer Uses in Education; Higher Education; *Interviews; Microcomputers; *Photography; *Program Evaluation; Schools of Education; Technology Transfer
IDENTIFIERS- HyperCard; University of South Alabama
This paper focuses on the challenges of using photographic evidence while conducting evaluation and research. The viability of photo-interviewing is discussed as part of a perception-based model of evaluation to describe and judge a technology infusion program in higher education. The program involved the use of a software tool, HyperCard, as a means of integrating many of the short- and long-term technology goals of the College of Education at the University of South Alabama (Mobile). Major evaluation questions, developed through negotiations among program participants, addressed the nature of participants and participation; the nature and effectiveness of training; the use of microcomputers in classrooms of participating faculty; other training taken by faculty participants; the impact of computer use on students; and outcomes, follow-ups, and replication strategies. Subjects participated in an "Introduction to HyperCard" workshop, during which they were photographed at selected times. One month after subjects participated in the workshop, photo-interviews were conducted with four groups of workshop participants (N=19 out of 27 students). Evaluators used a five-phase process to select photographs and clarify data derived from the oral interviews. Offering promise in bridging physical and psychological realities, this study applied a photoanalysis model to extend oral interview data gathered from a hypermedia training program. Four polemics concerning photo-interviewing as a tool of inquiry are presented. Four sample photographs are included. (TJH)

ED 318 814 UD 027 383

Ten Truths of Parent Involvement: A Workshop for Use in Chapter 1 Technical Assistance.
RMC Research Corp., Hampton, NH. Parent Involvement Center.
PUB DATE- 90
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Compensatory Education; Elementary Education; Leaders Guides; *Parent Attitudes; *Parent Participation; *Parent School Relationship; *Program Improvement; *Teacher Attitudes; *Workshops
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Technical Assistance Centers

This guide aids Chapter 1 Technical Assistance Center staff in conducting a brief (70-minute) workshop on parent participation in compensatory education programs funded under Chapter 1 of the Education Consolidaton Improvement Act. The goal is to clarify the attitudes and perceptions that are needed to expand or improve an existing Chapter 1 parent involvement program. The workshop will be especially useful for school improvement teams including Chapter 1 staff, administrators, teachers, and parents. The following materials are needed: (1) an overhead projector; (2) a screen; (3) a table for projector; (4) a three-prong outlet adaptor; (5) an extra bulb; (6) a set of 11 overhead transparencies provided in the guide; (7) the presenter's guide; and (8) participant handouts, such as a list of references provided in the guide. The following "truths" are outlined: (1) all parents have hopes and goals for their children; (2) the home is one of several spheres of influence that simultaneously shape a child; (3) the parent is the central contributor to a child's education; (4) parent involvement must be a legitimate element of education; (5) parent involvement is a process, not a program of activities; (6) parents' interaction with their own children is the cornerstone of parent involvement; (7) parent involvement requires a vision, policy, and framework; (8) most barriers to parent involvement are found within school practices; (9) any parent can be "hard to reach"; and (10) successful parent involvement nurtures relationships and partnerships. A list of 12 references is included. (FMW)

ED 318 827 UD 027 411

Blauner, Bob
Black Lives, White Lives. Three Decades of Race Relations in America.
REPORT NO.- ISBN-0-520-06950-1
PUB DATE- 89
NOTE- 356p.
AVAILABLE FROM- University of California Press, 2120 Berkeley Way, Berkeley, CA 94720 (ISBN-0-520-06261-2 hardcover, $25.00; paperback, $10.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- *Activism; *Attitude Change; Black History; Black Power; Blacks; Black Youth; Civil Rights; *Personal Narratives; Political Attitudes; *Political Issues; Politics; Racial Bias; *Racial Differences; Racial Discrimination; Racial Integration; *Racial Relations; Social Action; Social Change; Whites; Working Class
IDENTIFIERS- King (Martin Luther Jr)

This book explores the racial experience and consciousness of black and white Americans within the context of their lives over the course of 20 years. The subjects of this book, 16 blacks and 12 whites, were interviewed in 1968, again in 1978-79, and for a third time in 1986. They speak in their own words about how their lives unfolded, how their political beliefs and racial attitudes changed or remained the same, and how they assess the social transformations they have witnessed. The book includes an introduction and is divided into two parts. Part One, "1968: Surviving the Sixties," contains the following chapters: (1) "The Politics of Manhood and the Southern Black Experience"; (2) "Whites on the Front Lines of Racial Conflict"; (3) "Four Black Women and the Consciousness of the Sixties"; (4) "White Backlash: The Fear of a Black Majority and Other Nightmares"; (5) "Black Youth and the Ghetto Streets"; (6) "The Paradox of Working-Class Racism;" and (7) "Black Workers: New Options and Old Problems." Part Two, "1978-1987: Growing Older in the Seventies and Eighties," contains the following chapters: (8) "Still in the Struggle: Black Activists Ten Years Later"; (9) "White Lives and the Limits of Integration"; (10) "Black Youth: The Worsening Crisis"; (11) "Blue-Collar Men in a Tight Economy"; (12) "Men, Women, and Opportunity"; and (13) "Keeping the Spirit of the Sixties Alive." The book also contains an explanation of the methodology, notes to each of the chapters, and a bibliographic essay. (JS)

ED 318 503 JC 900 218

Berman, Paul; And Others
Enhancing Transfer Effectiveness: A Model for the 1990's. First Year Report to the National Effective Transfer Consortium. Executive Summary.
Berman, Weiler Associates, Berkeley, CA.
SPONS. AGENCY- National Effective Transfer Consortium.
PUB DATE- Jan 90
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Transfer Students; Community Colleges; *Enrollment Rate; Mathematical Models; Outcomes of Education; Self Evaluation (Groups); *Transfer Policy; *Transfer Programs; Two Year Colleges
IDENTIFIERS- *National Effective Transfer Consortium
This first-year report of the National Effective Transfer Consortium (NETC) summarizes the progress made by the member colleges in creating standardized measures of actual and expected transfer rates and of transfer effectiveness, and establishing a database that would enable valid comparisons among NETC colleges. Following background information on the NETC, the report proposes a new definition of transfer rate (i.e., the number of transfers divided by the number of non-reenrolling students), arguing that this definition more specifically identifies the number of students who could reasonably transfer rather than the number of students

out of the entire student body who transferred. The second section explores various factors that help determine a range of expected transfer rates for an individual college, including the local business environment, federal policies, college mission, academic program, and student demographics, and student services. Drawing from the NETC database, this section suggests that colleges with a high percentage of full-time students tend to have higher transfer rates than colleges with a low percentage of full-time students. The third section proposes a method for measuring transfer effectiveness that does not penalize colleges with large vocational/technological programs and, frequently, a large pool of students who neither want to transfer nor do so. The proposed model defines transfer effectiveness as the number of students who transfer compared to the number of students that are expected to transfer. Arguing that transfer effectiveness depends on a college's organizational environment and its successful implementation of specific transfer-related strategies, the report concludes with a college self-assessment guide. (WJT)

ED 318 528 JC 900 260

Knoell, Dorothy
Transfer, Articulation, and Collaboration: Twenty-Five Years Later.
American Association of Community and Junior Colleges, Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
REPORT NO.- ISBN-0-87117-211-9
PUB DATE- 90
NOTE- 109p.
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, DC 20036 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- *Articulation (Education); *College Transfer Students; Community Colleges; Educational Trends; Higher Education; *Intercollegiate Cooperation; *Transfer Programs; Two Year Colleges
Comparing data from two studies of community college transfer conducted 25 years apart, this report describes policies, programs, regulations, and practices governing relationships between two- and four-year colleges at state, regional, and local levels. The study that led to this report gathered information from 11 states on transfer admission, assessment, remediation, baccalaureate degrees for vocational students, equal opportunity programs, databases, special arrangements to encourage transfer, state incentives, staff preparation and development, and articulation. The 11 chapters of the report focus on: (1) the need for and methods of the current study, the differences between the 1965 and 1989 studies, and the aims and focus of the report; (2) the educational contexts of the early 1960's and the mid-1990's, with comparisons of governance, community college mission, enrollments, admission, remediation, financial aid, affirmative action, and articulation; (3) the major dimensions of the study; i.e., state-mandated policies and practices, voluntary statewide and interinstitutional agreements, faculty involvement in articulation, and special funding for transfer and articulation; (4) admission policies and practices for limited access programs and campuses and associate degree programs; (5) skills assessment and remediation as articulation issues; (6) ethnic minority students and the transfer function; (7) articulation of career education programs, including information on secondary/postsecondary articulation, 2 + 2 + 2 programs, special degree programs, and articulation of non-credit coursework; (8) databases of transfer data and state information systems; (9) other developments in areas of counseling, staff preparation and transfer, program review, and joint use of facilities and resources; (10) conclusions regarding undergraduate admission, assessment, remediation, educational equity and opportunity, and career education leading the baccalaureate degrees; and (11) concluding comments with respect to the roles of states and faculty, special funding, intercollegiate cooperation, and changes over the 25-year period between the two studies. National guidelines for transfer and articulation, a detailed description of study methodology, and state profiles are appended. (AYC)

ED 318 618 SE 051 365

Pfeffer, Pierre
Elephants: Big, Strong and Wise. Young Discovery Library Series.
REPORT NO.- ISBN-0-944589-04-9
PUB DATE- 88
NOTE- 41p.; Contains colored pictures which may not reproduce well. For other titles in this series see SE 051 356-368.
AVAILABLE FROM- Young Discovery Library, P.O. Box 229, Ossining, NY 10562 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Animal Behavior; Animals; *Childrens Literature; Elementary Education; *Elementary School Science; *Reading Materials; *Science Activities; *Science Materials; Wildlife; Zoology
IDENTIFIERS- *Elephants
This book is written for children ages 5 through 10. Part of a series designed to develop their curiosity, fascinate them and educate them, this volume examines the characteristics and natural history of elephants. Topics included are: (1) elephant's ancestors; (2) elephant life; and (3) training elephants for work. Quiz items are included. (YP)

ED 318 681 SO 020 826

Jamieson, Dale; Sneed, Joseph D.
What Is Quality of Life?
PUB DATE- 89
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Community Satisfaction; Definitions; Life Satisfaction; *Public Policy; *Quality of Life; Social Science Research
Is the concept of "quality of life" potentially an important one for public policy analysis, or must it remain forever vague and controversial, resisting clear definition and scientific measurement? Everyday usage of the phrase is examined as well as its relation to other terms like "happiness" and "welfare." It is concluded that one reason for introducing the phrase "quality of life" into discussion of public policy is to have something to replace the now unfashionable terms "general happiness" or "social welfare." Various definitions of the phrase are examined, three objective and two subjective: (1) Quality of life i R is per capita gross regional income in R; (2) Quality of life in R is the degree to which people in R are provided with basic goods and services; (3) Quality of life in R is proportional to the fraction of R's population for which the necessary conditions for happiness are provided; (4) Quality of life in R is the level of happiness reported by the residents of R; and (5) Quality of life in R is the degree to which the preferences of individuals in R are satisfied. Three conclusions are drawn: (1) the concept of quality of life is an evaluative concept that embodies some theory about the nature of the good and how people should live their lives; (2) different definitions of the phrase will be appropriate at different times, depending on the nature of the decision and of the affected community; and (3) although no set of social indicators can be definitive of quality of life, social indicators are essential to informed decision making. They also serve to politicize decisions that are relevant to quality of life. (JB)

ED 318 463 IR 014 379

Tang, Terry; Campbell-Bonar, Katy
Towards an Integrated Approach to Instructional Design: The Evolution of "Human Development."
PUB DATE- 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; *Authoring Aids (Programing); *Computer Assisted Instruction; *Delivery Systems; Developmental Psychology; Foreign Countries; Higher Education; *Instructional Design; *Instructional Development; Interactive Video; Multimedia Instruction; *Program Implementation; Task Analysis; Teamwork

IDENTIFIERS- University of Alberta (Canada)
Designed for an undergraduate level survey course at the University of Alberta on developmental issues over the lifespan, the 43-module package, "Human Development," is an attempt to provide a multi-dimensional model meeting diverse instructional needs of a large teaching department. This paper provides an overview of the total design process of "Human Development," including a discussion of content development, delivery systems, programming tools, team profile, and management and implementation issues. (10 references) (GL)

ED 318 664 SO 020 747

Computers in the Art Classroom.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.; New York City Board of Education, Brooklyn, NY. Office of Technology.
REPORT NO.- Curric-No.00-7005-80; ISBN-0-88315-833-7
PUB DATE- 86
NOTE- 474p.; Some illustrations may not reproduce clearly.
AVAILABLE FROM- New York City Board of Education, Curriculum Unit, Room 310, P.S. 206, Neck Road and East 22nd Street, Brooklyn, New York 11229 ($17.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Art Activities; *Art Education; Art Teachers; *Computer Graphics; Computer Oriented Programs; *Computer Uses in Education; Curriculum Enrichment; Display Systems; Educational Technology; Elementary Secondary Education; Instructional Improvement; Learning Activities; *Microcomputers; Teaching Guides; Teaching Methods; Visual Arts

This New York City curriculum guide demonstrates the many ways in which art departments can use microcomputers to assist in teaching students to design different images, for different audiences and different purposes, utilizing the special ways in which computers can enhance the creative process. The book covers 168 topics, divided into 13 sections: (1) design, (2) drawing, (3) texture, (4) color, (5) graphic design, (6) art programs in BASIC, (7) cartooning, (8) photography, video, and movie making, (9) architecture, (10) stage craft, (11) fashion design, (12) crafts, and (13) print making. An appendix includes a glossary of computer terms, information about copying diskettes, ways to get technical assistance, and a list of software used in the text. (Author/AS)

ED 318 448 IR 014 358

Campbell, Sandra; And Others
Distance Education Committee Initiative: An Overview of the Process and Outcome. Working Papers of Planning and Development Research. Working Paper 88-6.
TV Ontario, Toronto.
PUB DATE- Nov 88
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Distance Education; *Educational Planning; *Educational Television; Foreign Countries; *Institutional Cooperation; Instructional Development
IDENTIFIERS- Canada; *TVOntario
This report describes the activities of the Distance Education Committee (DEC), an initiative sponsored by TVOntario (TVO) from February 1987 to April 1988. The three major goals of the initiative were: (1) to encourage the development of distance education in Ontario by providing an opportunity for adult education institutions and organizations to cooperate in solving problems related to distance education; (2) to enable TVO to become better integrated into the educational community of Ontario; and (3) to increase TVO's awareness of issues and problems that will be of concern in the future. It was not intended that the DEC advise TVO about its programming or recommend materials for broadcast; rather TVO was to act as committee coordinator and member of the subcommittees (whose areas were basic functionality, francophone, occupational preparation, and maintenance and planning framework), each of which was to provide a forum in which experts could work together to find solutions to specific educational needs in the area of distance education. Attention is given to both the outcomes of the initiative and the process involved in developing and supporting a venture of this size and scope. The paper concludes with an analysis of the reasons for the success of the initiative as well as suggestions for improvement in future ventures of this sort. (Author/GL)

ED 318 542 PS 018 713

The Use of the Gesell Screen in the Placement of Young Children: A Research Review.
Beryl Buck Inst. for Education, San Rafael, CA.
PUB DATE- 89
NOTE- 18p.
AVAILABLE FROM- Beryl Buck Institute for Education, P.O. Box 4950, San Rafael, CA 94903 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Admission (School); *Early Childhood Education; *Grade Repetition; Individual Development; *School Readiness; *Screening Tests; *Student Placement; *Transitional Programs; Young Children
IDENTIFIERS- *Gesell Developmental Tests

This research review summarizes the current research literature regarding Gesell screening. It also explores the controversy over whether developmentally unready children should be held out of kindergarten, retained at the end of the kindergarten year, or placed in pre-kindergarten or pre-first grade classes. A seven-page bibliography on developmental screening and retention is included. (PCB)

ED 318 587 RC 017 491

Salerno, Anne; Fink, Mary
Dropout Retrieval Programs.
Florida State Dept. of Education, Tallahassee.; State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 89
NOTE- 59p.; Contains a 3 page summary written by Anne Salerno.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Vocational Education; *Dropout Programs; Dropouts; *High School Equivalency Programs; *Migrant Education; Migrant Programs; *Nontraditional Education; Profiles; *Reentry Students; Secondary Education
IDENTIFIERS- Migrant Education Secondary Assistance Project
This paper describes 15 dropout retrieval programs that have components with potential for helping migrant dropout youth return to an educational program. Each profile contains information on eligibility, identification or recruitment method, funding, services, and contacts. In addition, each program is categorized as to type of sponsoring institution or agency, format, components, and special features. Some entries include a profile of an exemplary student. The programs are: (1) adult education programs, available nationwide; (2) Colorado's Finest Alternative High School, Englewood, Colorado; (3) Educational Clinics, Inc., in Washington and California; (4) Giving Rural Adults a Study Program, East Bloomfield, New York; (5) high school equivalency programs, available nationwide; (6) Individualized Learning Center, Delano, California; (7) Jefferson County High School programs, Louisville, Kentucky; (8) Kenan Trust Family Literacy Project, in Kentucky and North Carolina; (9) Migrant Alternative School, Yakima, Washington; (10) Migrant Dropout Reconnection Program, a national linkage system; (11) Project READY, Bettendorf, Iowa; (12) Rich's Academy, Atlanta, Georgia; (13) Secondary Migrant Project, Pendleton, Oregon; (14) Youth Education Program, Corpus Christi, Texas; and (15) 70001 Training and Employment Institute, a national program operating in 26 states. A summary, a glossary, and a list of 14 additional programs are included. (SV)

ED 318 601 RC 017 508

Chapter 1 & Migrant Education in North Carolina, 1987-88.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- Aug 89
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Compensatory Education; *Educational Assessment; Elementary Secondary Education; *Migrant Education; Remedial Instruction; Remedial Programs; School Districts; School Statistics; *Supplementary Education
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; North Carolina

A major goal of public education is to provide all students an equal chance to achieve to their full potential regardless of background. To attain this goal, schools often must compensate for the disadvantaged backgrounds of some students who have needs that cannot be fully met by the regular instructional program. Compensatory programs represent a way to assist these students. This two-part report views Chapter 1 and migrant program activities in North Carolina during 1987-88. The review of Chapter 1 programs examines program administration, participants served, instruction delivered, staff employed, funds expended, and outcomes measured. In 1987-88, North Carolina Chapter 1 allocations totaled $72.4 million. Seventy-five percent of schools were eligible to receive Chapter 1 funds, based upon poverty indices, and 92% of eligible schools provided services. Most services were provided to students in grades 4-8. At least 75% of the Chapter 1 instruction occurred in a location other than the regular class. These "pullout activities" were successful as measured by students' scores. Reading was the most prevalent instructional activity. Program costs were reasonable. Review of migrant programs suggests that this North Carolina migrant education program is adequately meeting the legislative requirements and the national program objectives. Recommendations generally encourage continuing current successful migrant education programs. This document contains numerous tables and figures. (Author/DHP)

ED 318 697 SP 032 188

Lasley, Thomas J.
Designing a Curriculum That Uses the Knowledge Base.
PUB DATE- Feb 90
NOTE- 23p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (70th, Las Vegas, NV, February 5-8, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Critical Thinking; *Curriculum Development; Decision Making; *Educational Philosophy; *Educational Principles; Educational Theories; Elementary Education; Higher Education; Preservice Teacher Education; *Problem Solving; Program Development; *Teacher Education Programs; Teaching Methods
This paper reflects on how the differences that surface in a program can be effectively mediated by the design of the curriculum, i.e., how an integrated curriculum combined with a collegial teaching cohort can foster enhanced quality in teacher preparation and can reconcile differences in the philosophical orientation of faculty. The example of the teacher education program at the University of Dayton (Ohio) is cited, with emphasis on the junior year component--the BLOCK program. The BLOCK program, which includes all methods courses required of elementary majors, emphasizes depth and encourages faculty to engage in joint planning and advising with students. BLOCK students learn to evaluate different rule systems, ask critical questions, and derive principles of good teaching. The program utilizes the prescription-principle approach which enables faculty to identify what is important and ensures that students know certain requisite material. Students are challenged to question the limits and exceptions to what they know. An outline of the entire elementary curriculum (professional studies component) is provided in the appendix. (JD)

ED 318 714 SP 032 249

Hayes, M. Jo; Perry, Patricia K.
Cognitive Creativity: A Tool for Creative Teaching.
PUB DATE- 89
NOTE- 20p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Abstract Reasoning; *Brain Hemisphere Functions; *Cognitive Processes; *Creativity; Critical Thinking; *Locus of Control; Metacognition; Psychological Patterns; *Relaxation Training; *Self Actualization

Creativity is a natural skill, but one that can be lost in the pursuit of linear knowledge in the academic classroom. There are historical reasons why the development of natural creativity has been suppressed (the Enlightenment, for example, with its emphasis on scientific method and empirical proof). Right brain/left brain research and concomitant studies in biofeedback, relaxation, and visualization find that humans have untapped power awaiting them if they learn the techniques that will allow them access to the unconscious. "Cognitive Creactivity" is a process developed specifically for the classroom, although it need not be used there exclusively. Instructors can use this process to help students take control of their thoughts through relaxation and visualization exercises, which are accompanied by affirming statements. Through use of this process instructors help students acquire skills in visualization that will enable them to do consciously what they already know how to do unconsciously, that is, to create, edit, and interpret their reality in accordance with their beliefs. (JD)

ED 318 730 SP 032 346

Page, Fred M., Jr.; Page, Jane A.
Perceptions of the Teaching Profession and Educational Reform: Comparisons of Laboratory School Teachers, State Teachers of the Year and Teachers in Southeast Georgia.
PUB DATE- Feb 90
NOTE- 24p.; Paper presented to the National Association of Laboratory Schools (Chicago, IL, February 21-24, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Career Development; Comparative Analysis; Elementary Secondary Education; *Excellence in Education; Laboratory Schools; *Teacher Attitudes; *Teaching (Occupation)
This study was designed to elicit information relative to teaching as a career opportunity and in regard to a variety of educational reform issues. A wide range of descriptive data is available on these topics. Studies that offer national perspectives and statewide views are available in many areas. This study depicts responses from three different categories of teachers: laboratory school teachers, state teachers of the year, and teachers from southeast Georgia. Specific questions addressed by this research are: (1) How do these teachers perceive the teaching profession as a career opportunity? (2) How do these teachers perceive various proposals for educational reform? and (3) Do these teachers, when compared with each other, differ in their perceptions of the teaching profession and educational reform? (JD)

ED 318 759 TM 014 796

Carifio, James; And Others
Towards a Conceptualization and Theory of Sampling Large, Complex, and Dynamic Populations.
PUB DATE- Apr 90
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Collection; Evaluation Methods; *Research Problems; Response Rates (Questionnaires); Sample Size; *Sampling; Simulation; Statistical Analysis; *Statistical Bias; *Testing Problems
Possible bias due to sampling problems or low response rates has been a troubling "nuisance" variable in empirical research since seminal and classical studies were done on these problems at the beginning of this century. Recent research suggests that: (1) earlier views of the alleged bias problem were misleading; (2) under a variety of fairly well-specified conditions, allegedly biased samples are in fact random; and (3) "de facto" biased samples can and will "jump" from being biased to being random samples. These conditions occur when the population is fuzzy and dynamic and when the number of factors structuring the population and those influencing responding or non-responding are large, interact with each other, and have a trivial effect, at best. Researchers and theorists may be rejecting and disregarding what might be reasonable and highly valid data. Actual data from a number of state-wide studies with response rates in the 15% to 30% range illustrate this view. A variety of simulation studies is needed to evaluate these views on bias. The Catastrophe Theory of non-linear functions, family-wise error rates, and fuzzy subset theory are also considered. (Author/SLD)

ED 318 773 TM 014 831

Holmberg, Borje

On the Rationale, Typology, and Methodology of Research and Scholarship: A Practitioner's Understanding of Epistemology.
FernUniversitat, Hagen (West Germany). Zentrales Inst. fur Fernstudienforschung Arbeitsbereich.
PUB DATE- Feb 90
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Data Interpretation; *Epistemology; *Hermeneutics; Hypothesis Testing; Knowledge Level; Philosophy; *Research Methodology; *Scholarship; Scientific Methodology
IDENTIFIERS- *Knowledge

A personal understanding of the concepts of scholarship, knowledge, and research is presented. The basic task of scholarship is to study reality with a view to finding out what it is like, the relations of different parts to each other, and the applications to which the findings can lead. The scholarly search must be a rational procedure. Scholarship can result in knowledge about tangible reality and rational ways of attaining certain goals, but it cannot solve or explain existential problems that are at the core of human life (such as belief, love, and emotion). Three types of scholarly work are evident: (1) fact finding; (2) formation of theories and hypotheses; and (3) interpretation of texts and occurrences (hermeneutics). Metaphysical, non-rational ideas, assumptions, beliefs, and convictions cannot be part of scholarly studies, although they can be analyzed and illuminated in a scholarly way. Objectivity is a basic requirement in this understanding of science, research, and scholarship. A 56-item list of references is included. (SLD)

ED 318 787 TM 014 902

Anderson, Paul S.; Saliba, Alcyone
Changing World Patterns of Machine-Scored Objective Testing: The Expected Impact of the Multi-Digit Method.
PUB DATE- 87
NOTE- 7p.; Paper presented at the World Conference of Comparative Education (6th, Rio de Janeiro, Brazil, July 6-10, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Testing; Developed Nations; Developing Nations; *Educational Technology; Educational Trends; Foreign Countries; Higher Education; *International Studies; *Objective Tests; Test Format; Testing Problems; *Test Scoring Machines; Trend Analysis
IDENTIFIERS- *Multi Digit Tests
The use of optical scanners and computers in educational testing is common where objective testing methods (such as true-false, matching, and multiple-choice items) are well-established means of evaluating educational achievement. Where non-objective testing methods (such as fill-in-the-blank, short-answer, and essay items) have been more common, however, the diffusion of automated test scoring processes may be slow. A classification model of world patterns of educational testing methods at the university level is outlined. The three patterns are characterized as: (1) maximum current usage of machine scoring, as found in introductory courses with large numbers of students; (2) little use of machine scoring in spite of the financial resources to do so; and (3) very little use of machine scoring and few financial resources to support it. The first pattern mainly signifies universities in the United States; the second model refers to universities found throughout Europe and some American schools; and the third pattern refers mainly to developing countries in Latin America, Africa, and Asia. The ways in which these patterns are expected to change in response to contemporary demographic, economic, and technological factors are discussed. One technological factor is the recent development of the Multi-Digit Testing technique, which generates computer-scorable test items equivalent to fill-in-the-blank items, thus combining the academic rigor of free recall items with up-to-date educational testing technology. (Author/SLD)

ED 318 478 IR 053 096

Wyman, Andrea
Learning Style: Its Place in Library Instruction.
PUB DATE- Mar 89
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Style; Educational Strategies; *Field Dependence Independence; Instructional Effectiveness; Learning Processes; Learning Strategies; *Library Instruction; *Teacher Effectiveness
IDENTIFIERS- Witkin (H A)
In library instruction, as in any instructional setting, individual learning styles should be addressed to ensure better learning and retention. Historical examination of learning styles research suggests that in order to appreciate the diversity of students' learning styles and to apply this understanding in a library or information environment, instructors must first develop an awareness of learners' modes of reception and analysis of data, and their modes of concept formation and retention. This understanding can then be overlaid by Herman A. Witkin's (1977) model of field independence-dependence, which addresses not only the contrasting modes of information processing strategies, but the extent to which a person's perception of an item (or information) is influenced by the context in which it appears. Instructors must also recognize the nuances and idiosyncracies of their own learning styles. In conclusion, instructors are advised to: (1) be aware of their own cognitive styles; (2) be aware of the variations in students' cognitive styles; (3) permit flexibility where possible; (4) analyze the ways in which their style may bias their classroom teaching technique and presentation materials; and (5) ascertain if there are preferred styles and strategies necessary for the subject being taught and set up learning processes to help students with these strategies. Two tables list learning characteristics and suggested instructional practices for field dependent and field independent students. (24 references) (NRP)

ED 318 517 JC 900 241

Stanojevic, Patricia S. B., Comp.
Coming Back Home: Making the Most of International Experiences: Proceedings of Workshop (Toronto, Canada).
George Brown Coll., Toronto (Ontario).
PUB DATE- Aug 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Community Colleges; *Cultural Enrichment; Cultural Exchange; *Faculty Development; Foreign Countries; *Professional Development; *Teacher Exchange Programs; *Travel; Two Year Colleges; Workshops
IDENTIFIERS- Canada

With the support of the Association of Canadian Community Colleges and the Canadian International Development Agency, a one-day workshop was held in April 1989. The workshop explored techniques by which individuals who have had overseas professional development experiences may enhance their institution's and their community's understanding of international issues. Following introductory information on the workshop, these proceedings present Garth Jackson's keynote address, "Development Education Issues," which focuses on Canada's role in worldwide economics and key concerns for the world such as equality, the environment, poverty, and peace. Next, a list developed by workshop participants of the personal, professional, institutional, and community benefits that result from overseas experiences is presented. Following a brief summary of Dr. M. Karen O'Kain's presentation on the concept of culture shock and the parallel phenomenon of re-entry shock, the proceedings describes a role-play exercise designed to allow participants to experience a sample of feelings related to an employee coming back home. The final phase of the workshop provided an opportunity to identify activities or techniques for maximizing the value of an international experience. A form, "Preparing for Re-entry," provided a structure for discussion and emphasized the importance of setting personal, professional, institutional, and community-related goals for the overseas experience, even before leaving. Appendixes to the proceedings contain the following: (1) a chart and outline illustrating the cycle of culture/re-entry shock; (2) "Re-entry and Effective Readjustment: Personal Reflections"; (3) instructions and roles for the role-play exercise; (4) the "Preparing for Re-entry" form; and (5) an 18-item annotated bibliography. (WJT)

ED 318 557 PS 018 740

Galton, Maurice
Dissemination of the Project's Findings. National Seminar (14th, Zagreb, Yugoslvaia, July 5-7, 1989). The CDCC's Project No. 8: "Innovation in Primary Education."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT(89)27
PUB DATE- 12 Dec 89
NOTE- 36p.; For related documents, see ED 315 172-175 and PS 018 735-740.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Innovation; *Educational Policy; *Educational Practices; Educational Theories; Elementary Education; *Elementary School Curriculum; Foreign Countries; Information Dissemination; Leadership; *Program Implementation; Seminars; Teacher Role
IDENTIFIERS- Barriers to Change; Head Teachers; *Yugoslavia
A 3-day conference was convened in Zagreb, Yugoslavia for the purpose of disseminating results of the Council of Europe's Council for Cultural Cooperation's (CDCC) Project 8, Innovation in Primary Education (IPE). Changes in theoretical approaches to and organizational practices of primary education in Yugoslavia were discussed. A total of 61 educators attended. A review of the IPE project was followed by lectures on: (1) the need for innovation in primary school, sources of and resistance to change, and variables related to the introduction of innovations; (2) the rationale and implementation strategies of the IPE; (3) theoretical bases and empirical testing of experimental models of internal reform of primary schools; (4) major issues and changes in educational policy for primary school in Yugoslavia in an international perspective; and (5) the traditional role of head teachers, their contemporary role as agents of innovation, and demands for innovation. After the lectures, a number of participants made short presentations describing innovations in Yugoslavia. The presentations were then discussed. Summarized in this report are lectures, participants' contributions and discussion of them, and rapporteurs' reports. (RH)

ED 318 573 PS 018 759

Howe, Nina; Cheyne, Allan
Recent Trends in Developmental Research: A Quantitative Analysis.
PUB DATE- Jan 90
NOTE- 39p.; Portions of this paper were presented at the University of Waterloo Conference on Child Development (Waterloo, Ontario, Canada, May 1984), and at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Cognitive Development; Content Analysis; *Editors; *Learning Processes; *Scholarly Journals; *Social Development
IDENTIFIERS- Keywords; *Research Trends
An assessment of recent trends in developmental research examined all articles published in the periodical "Child Development" from 1967-1983. Of the articles that were included in the "Child Development Abstracts and Bibliography" in the same period, 200 articles from each year of the period were randomly selected for assessment. Sixteen keywords were used to categorize the content of articles: (1) abnormal development; (2) cognition; (3) communication-language; (4) education; (5) emotion; (6) family relations; (7) intelligence; (8) learning; (9) memory; (10) methodology; (11) moral development; (12) perception; (13) personality; (14) physical development; (15) social development; and (16) theory. Findings revealed an initial increase and subsequent decrease in the amount of research citing cognitive development. There was a dramatic decline in learning research. Several publication trends specific to "Child Development" were identified. In particular, research on social development was more prominent in "Child Development" than in other developmental journals. It was concluded that journal editorial policy may influence publication trends. Research trends are discussed in the context of journal characteristics and general changes in content areas. (RH)

ED 318 619 SE 051 366

Ruffault, Charlotte
Animals Underground. Young Discovery Library Series.
REPORT NO.- ISBN-0-944589-03-0
PUB DATE- 88
NOTE- 41p.; Contains colored pictures which may not reproduce well. For other titles in this series see SE 051 356-368.
AVAILABLE FROM- Young Discovery Library, P.O. Box 229, Ossining, NY 10562 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Animal Behavior; Animals; Biological Sciences; *Childrens Literature; Elementary Education; *Elementary School Science; *Reading Materials; *Science Activities; *Science Materials; Wildlife

This book is written for children ages 5 through 10. Part of a series designed to develop their curiosity, fascinate them and educate them, this volume explores the natural history of animals that live underground. Animals included are porcupine, insects, earthworm, mole, badger, rabbit, prairie dog, and beach animals. (YP)

ED 318 649 SO 020 528

Hooghoff, Hans
Embedding the European Dimension in Education.
PUB DATE- 89
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Area Studies; Core Curriculum; *Curriculum Development; *Educational Innovation; Elementary Secondary Education; Foreign Countries; Global Approach; Higher Education; *Integrated Curriculum; *International Cooperation; International Relations; Teacher Education
IDENTIFIERS- Europe; *European Community; European Studies; *Netherlands

The Ministers of Education of the European Community (EC) drafted a resolution in May 1988 regarding the consolidation of the European dimension in education. The resolution is meant to contribute to young people (1) becoming more aware of the European identity and the value of European civilization and of its foundations; (2) realizing the advantages of the European Community and the challenges they will encounter on gaining access to a larger economic and social territory; and (3) improving their knowledge about the historical, cultural, economic, and social aspects of the EC and its member states and realizing the significance of the cooperation among member states and other countries in Europe and the rest of the world. Since teachers play a key role in actual educational innovation, teacher training colleges should be involved in plans for implementation of the European dimension in an early stage. The limits and possibilities of the individual teacher also should be taken into account. And finally, a national plan must be developed and carried out within the formal educational system. The action plan for implementation of this new policy in the Netherlands involves (1) the evaluation of teaching materials on the European dimension; (2) the development of a core curriculum; (3) the design of testing instruments, the revision of existing teaching material, or the development of new materials;

(4) the involvement of teacher training colleges; (5) the development of small regional in-service training centers for teachers; (6) teachers' conferences for information exchange; and (7) the contacts with educational publishers. (JB)

ED 318 801 TM 014 935

Linacre, John M.
Designing Your Own Rasch Analysis Program.
PUB DATE- Apr 90
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algorithms; *Computer Assisted Testing; Computer Graphics; Computer Simulation; Error of Measurement; Goodness of Fit; Item Bias; *Item Response Theory; Maximum Likelihood Statistics; *Programing; Statistical Bias
IDENTIFIERS- *Rasch Model
Advantages and disadvantages of standard Rasch analysis computer programs are discussed. The unconditional maximum likelihood algorithm allows all observations to participate equally in determining the measures and calibrations to be obtained quickly from a data set. On the advantage side, standard Rasch programs can be used immediately, are debugged and accurate, and can report statistics that are difficult to calculate. On the disadvantage side, the user must have the correct hardware, conclusions based on numbers appearing in the output are not necessarily valid, and the effort involved in producing one's own program can be considerable. Guidelines for writing programs, including those that surpass standard programs, are provided; and sample output from a number of standard programs is examined for strong and weak points. Emphasis is on adequate and useful statistics presented as easily comprehended graphical output. Topics discussed include: estimated measure, standard error, goodness of fit, plotting fit, presenting the variable, and differential item functioning or bias. Eleven figures and a BASIC program for performing unconditional maximum likelihood estimations are provided. (TJH)

ED 318 815 UD 027 384

Even Start Questions and Answers.
RMC Research Corp., Hampton, NH. Parent Involvement Center.
PUB DATE- May 89
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; Adult Literacy; Compensatory Education; Cooperative Programs; Early Childhood Education; *Eligibility; *Family Programs; Parent Education; *Placement; *Program Design; *Program Evaluation
IDENTIFIERS- Collaboratives; *Education Consolidation Improvement Act Chapter 1; *Even Start

This guide for school district administrators answers question about Even Start, a new, special family-centered compensatory education program funded under Chapter 1 of the Education Consolidation and Improvement Act of 1981 that combines adult literacy, parent education, and early childhood education. The following issues about program design are addressed: (1) components: parents as teachers, parents as learners, and children as learners; (2) physical setting and operation; (3) center- and home-based programs; (4) collaboration requirements; (5) collaboration techniques; (6) use of existing support services; (7) balancing needs of adults and children; (8) program operation; (9) minimum amount of time that participants should be enrolled; and (10) teaching basic skills to adults. The following issues about eligibility are addressed: (1) primary clientele; (2) client needs; (3) high school graduate participation; (4) current enrollment in an adult education program; (5) criteria for children; (6) targeted children; (7) children of parents who need English as a Second Language or special education services; (8) mandatory exit criteria; and (9) interrelationship of parent and child participation. The following information about selection and evaluation is provided: (1) steps in selection; (2) recruitment; and (3) program evaluation. A list of regional technical assistance centers and a copy of program application evaluation criteria are appended. (FMW)

ED 318 828 UD 027 421

Kramer, Linda R.
A Comparison of At-Risk and Successful Students' School Experiences in a Multicultural Jr. High.
PUB DATE- Apr 90
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
AVAILABLE FROM- Linda R. Kramer, Asst. Professor, School of Teacher Education, San Diego State University, San Diego, CA 92182-0139.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; *Educational Experience; *High Risk Students; *Individual Differences; Junior High Schools; *Junior High School Students; Personal Narratives; *Student Attitudes; Surveys; Teacher Student Relationship; Urban Schools
This study compares the school experiences and beliefs about school of academically at-risk and successful students in a culturally diverse urban middle grade school. Information was analyzed from a survey of a random sample of 110 students, comprised of 48 at-risk students, 43 good/average students, and 36 honor roll students, and intensive interviews and observations with a target group of 27 students within that group. The following findings are reported: (1) by seventh grade, at-risk students were more alienated from school than successful students; (2) for both at-risk and successful students, school experiences and self-image were closely connected to the quality of relationships with teachers; (3) for at-risk students, relationships with teachers were significantly more negative than for successful students and manifested themselves in perceptions of worthlessness to teachers; and (4) relationships with peers were not significantly different for at-risk and successful students. Statistical data on three tables and one graph and a list of 38 references are appended. (FMW)

ED 318 464 IR 014 412

Barron, Linda; And Others
Enhancing Learning in At-Risk Students: Applications of Video Technology. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-IR-89-12
PUB DATE- Dec 89
NOTE- 4p.; Contributors are from Peabody College of Vanderbilt University, Learning Technology Center, Cognition and Technology Group.
CONTRACT- RI88062008
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Comparative Analysis; Grade 5; *High Risk Students; *Instructional Effectiveness; Instructional Improvement; Intermediate Grades; *Intermode Differences; Language Arts; Preschool Children; Prior Learning; Social Studies; *Videodisks; *Videotape Recordings
IDENTIFIERS- *Contextualized Learning Environments; ERIC Digests; Story Comprehension
The use of contextualized learning environments with learners who are at risk of school failure arises from the recognition that students who are introduced to concepts and strategies out of a meaningful context will view them as irrelevant to daily life.

Contexts created by teachers using videotape and random access videodisc technologies have three advantages: (1) they provide rich sources of information with opportunities to notice various images, features, issues, and problems; (2) they enable students to perceive dynamic moving events; and (3) they allow students to develop skills of pattern recognition related to visual and auditory cues. Anchored instruction projects at Vanderbilt's Learning Technology Center have examined the effectiveness of shared contextualized learning environments in promoting learning. One study showed that a group of preschool children who viewed a videodisc of a story learned much more than a group who heard the same story read aloud. A second project found that fifth grade students who received instruction in the language arts and social studies within the context of a movie were much more likely to use the new vocabulary, writing skills, and historical information that was presented than students who received the same instruction without the video anchor. Data from such projects offer an opportunity to merge recent knowledge about cognition, instruction, and culture with video technology to develop instructional systems that can make significant improvements in the way the teaching and learning process for at-risk students is carried out in the schools. (9 references) (BBM)

ED 318 491 JC 900 151

Overholt, Maurice C.
Twenty-Year Overview: Financial Statistics, Community Colleges. Selected Financial Information--By System and Colleges--1964-65 to 1983-84.
Pennsylvania State Commission for Community Colleges, Harrisburg.
PUB DATE- 87
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; *Community Colleges; *Educational Finance; Educational Trends; *Enrollment; Expenditure per Student; Expenditures; Financial Audits; *Financial Support; Full Time Equivalency; Income; Institutional Characteristics; *Operating Expenses; *School District Spending; School Statistics; State Aid; State Surveys; Tables (Data); Two Year Colleges
IDENTIFIERS- *Pennsylvania
This document provides an overview of important financial statistics for Pennsylvania community colleges from the time they began operation in 1964 through the last completed audit of the colleges in 1983-84. The document is divided into eight major sections. Section I provides statewide institutional data for 1964-65 to 1983-84 on reimbursements for basic operating costs and stipends, net operating costs, reimbursement per full-time equivalent (FTE) enrollments and average tuition charges. Section II presents systemwide data for 1964-65 to 1973-74 on FTE enrollments, state appropriations, net operating costs, capital costs, state reimbursements, revenue sources, and the book value of the physical plant. Section III provides the same data for the years 1974-75 to 1983-84. Section IV examines FTE enrollments, net operating costs per FTE, state reimbursements for operations and for capital costs, and total capital costs by each college for the years 1964-65 through 1973-74, while section V offers the same data for the years 1974-75 to 1983-84, as well as total enrollments and stipends by college, net reimbursable operating costs, and debt and rental service by college. Section VI compares budget and audit data, by system and college, for 1974-75 to 1983-84. Section VII compares reimbursement requests to audits by college from 1980-81 to 1983-84 in terms of FTE enrollments, operating reimbursements, and capital reimbursement. Section VIII consists of appendixes showing state reimbursements of operating basic, stipend, total and total/FTE by college for the years 1980-81 to 1983-84; comparisons of net and gross costs operating and capital for 1978-79 to 1983-84; and comparisons of capital requested versus capital reimbursed for the system for 1981-82 to 1983-84. (JMC)

ED 318 504 JC 900 220

Dean, Peter J., II
A Critical Incident Study Investigating the Perceived Effective and Ineffective Leadership Behaviors of Iowa Community College Presidents.
PUB DATE- Aug 86
NOTE- 271p.; Ph.D. Dissertation, University of Iowa.
AVAILABLE FROM- University Microfilms, P.O. Box 1764, Ann Arbor, MI 48106.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; *Administrator Effectiveness; *Administrator Evaluation; *Administrators; *College Administration; College Faculty; *College Presidents; *Community Colleges; Critical Incidents Method; School Personnel; Teacher Administrator Relationship; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- Iowa
This study was conducted to identify critical incidents which presidents, administrators, faculty, and student services personnel reported as examples of effective and ineffective leadership behaviors of community college presidents. Of the 1,491 surveys mailed to personnel at 11 Iowa community colleges, 511 were returned, yielding 709 effective and 582 ineffective critical incidents. Effective critical incidents were in categories such as Addressing Financial Issues, Planning, and Promoting Positive Community Relations; while ineffective critical incidents were in categories such as Failing to Act, Inappropriate Staffing, and Showing Poor Judgment on Financial Issues. Study findings were as follows: (1) presidents, administrators, and faculty all perceived effective leadership as involving the planning and provision for the financial security of community college personnel; (2) administrators, faculty, and student services personnel preferred that presidents communicate with them about their financial security, while the presidents showed less concern with such communication; (3) presidents placed less emphasis on promoting public relations than any of the other groups; (4) presidents and administrators were less concerned than the other groups with the issue of appropriate staffing; (5) personnel, especially faculty, were substantially concerned with presidential action that alienated staff and faculty, while the presidents reported no such concern; and (6) presidents were less concerned than faculty and administrators about the president's failure to act on known problems. Appendixes include personal data on respondents, leadership questionnaire, letters, a list of Iowa's community colleges, and an 181-source bibliography. (WJT)

ED 318 635 SE 051 389

"How Well Do They Match?" Correlation Paper on The Oregon Mathematics Comprehensive Curriculum Goals and The National Council of Teachers of Mathematics Curriculum and Evaluation Standards for School Mathematics.

Oregon State Dept. of Education, Salem. Div. of Curriculum and School Improvement.

PUB DATE- 89

NOTE- 35p.

AVAILABLE FROM- Oregon State Department of Education, Publications and Multimedia Center, 700 Pringle Parkway, Salem, OR 97310-0290 ($3.50).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Curriculum Guides; Educational Objectives; *Elementary School Mathematics; Elementary Secondary Education; *Evaluation Criteria; *Mathematics Curriculum; Mathematics Materials; Mathematics Skills; *Secondary School Mathematics; Standards

IDENTIFIERS- *Curriculum Eval Standards for School Mathematics; National Council of Teachers of Mathematics; *Oregon Mathematics Comprehension Curriculum Goals

This report compares the Oregon Mathematics Comprehension Curriculum Goals (CCG) with the National Council of Teachers of Mathematics (NCTM) Curriculum and Evaluation Standards for School Mathematics. After discussing the philosophical positions of the two documents, three sections comparing the two by level are presented. Each standard from the NCTM Standards document and the related content strands of the CCG are listed by number; a rating is provided to indicate how the Oregon goals match the NCTM Standards. This report concludes that the two documents are very similar in philosophy and that they both make a strong case for learning mathematics actively through "doing" mathematics. Topics of the Oregon goals that need to be strengthened are identified. (YP)

ED 318 665 SO 020 763

Leuthold, David
Environment and Culture in India.
PUB DATE- 89
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Air Pollution; Area Studies; *Conservation (Environment); *Cultural Influences; Depleted Resources; *Ecological Factors; Ecology; *Environmental Influences; Foreign Countries; Forestry; Land Use; *Overpopulation; Physical Environment; Public Health; Water Pollution; Water Quality
IDENTIFIERS- *India
India suffers from severe environmental problems with respect to deforestation, flooding, and pollution. These problems are associated with industrialization, lack of money to enforce anti-pollution practices, climatic and population pressures, and cultural factors. Half of India's forests have been cut in the last 40 years. Deforestation is the result of the need for wood for manufacturing and fuel, and the expansion of farmlands. India is prone to both drought and floods, and soil erosion also is a serious problem. Air pollution in both urban and rural areas, originating from fires, factories, and automobiles causes a high national incidence of respiratory and other diseases. Seventy percent of available water in India is badly polluted. Rivers and wells are contaminated by human and industrial waste, causing widespread occurrence of water-related disease. Increased reduction of animal species is yet another environmental problem. The lack of resources to deal effectively with environmental problems and the influence of Indian cultural factors seriously hinder solving these problems. Necessary solutions will require substantial effort and resources. (AS)

ED 318 745 TM 014 653

Jaeger, Richard M.; Camp, Joanna B.
The Future of NCME--Views of the Membership.
SPONS. AGENCY- National Council on Measurement in Education, Washington, D.C.
PUB DATE- Apr 90
NOTE- 131p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Organization; *Administrator Attitudes; *Educational Assessment; *Measurement; *National Organizations; Organizational Change; Organizational Climate; Organizational Effectiveness; Organizational Objectives; Planning; *Professional Associations; Surveys
IDENTIFIERS- *National Council on Measurement in Education
To determine members' satisfaction with the National Council on Measurement in Education (NCME), a survey of NCME members was developed and administered to obtain members' judgments about: (1) the purposes of the NCME as an organization; (2) NCME's major activities; (3) members' personal involvement in NCME activities; (4) the NCME Annual Meeting; (5) NCME's professional development activities; (6) NCME publications; (7) member interest in participating in the governing of the NCME; (8) the organizational structure, election procedures, and committee activities of the NCME; and (9) financial operations of the NCME. A mailed survey was sent during the fall and winter of 1989 to 484 randomly selected members, for a usable response rate of 71.5% (346 members). Members were generally satisfied with the organization's purposes and activities, but relatively few members were active participants in annual meetings. Members were satisfied with the quality of NCME publications, although other resources of the organization were not used as often. Members were somewhat pleased with organizational structure and practices and the existing budget allocations. Thirty-two graphs and two tables illustrate member response. Four appendices contain the questionnaire and follow-up material. (SLD)

ED 318 529 JC 900 261

Herrmann, Daryl E.; Beppler, Eleanor
Motivating Students in Developmental Writing Programs.
PUB DATE- 8 Feb 90
NOTE- 15p.; Paper presented at the Annual Liberal Arts Network for Development Conference (5th, East Lansing, MI, February 8-9, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Writing; Community Colleges; Feedback; Journal Writing; *Reality Therapy; *Remedial Programs; Teacher Attitudes; Teacher Student Relationship; Two Year Colleges; *Writing Assignments; Writing Attitudes; Writing Difficulties; *Writing Instruction

In recognition that remedial writing students, regardless of age, are accustomed to failure in written English, instructors of Glen Oaks Community College's developmental writing classes emphasize positive attitudes and activities, students' responsibility for their success or failure, and positive and reassuring instructor attitudes. The writing program follows the principles of Reality Therapy, whereby an individual has the power to make his/her own choices, including success and failure. While instructors support the student and provide examples by their own behavior, they do not assume responsibility for the student's success or failure. Instructors do not accept excuses, but assist the student in evaluating the situation and recognizing the ramifications of his/her behavior. Activities intended to promote positive attitudes include the following: (1) starting the class off with a "question of the day" in place of roll; (2) an ungraded weekly journal assignment on which the instructor makes only positive comments; (3) focusing on the process used to arrive at answers, rather than labeling answers as "wrong"; (4) student attendance at computer lab once a week where they work with tutorials coordinated with classwork and a simple word processing program used for writing exercises; and (5) enabling students to see the progress they have made by making the final assignment of the quarter a revision of their first assignment. (WJT)

ED 318 543 PS 018 714

Olmsted, Patricia P.; And Others
The International Perspective on Preprimary Education.
PUB DATE- Apr 90
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cross Cultural Studies; Educational Practices; *Family Characteristics; Foreign Countries; Global Approach; *Intercultural Communication; *Preschool Education; *Public Policy; Research Needs
IDENTIFIERS- China; High Scope Educational Research Foundation MI; *IEA Preprimary Project; Portugal; *Program Characteristics
Among nations throughout the world there is a need to share information about early childhood services. This information would allow a given country to examine its early childhood services in light of the systems developed by other nations. At present, comprehensive and detailed information about early childhood services in most countries around the world is not readily available in the United States. As a major step in collecting the general information needed, a cross-national study of early childhood education and care services, the International Association for the Evaluation of Educational Achievement (IEA) Preprimary Project, is now being conducted. The High/Scope Educational Research Foundation serves as the international coordinating center for the Preprimary Project. In this report, a brief overview of the IEA Preprimary Project is followed by examples of data from official records and from families. Implications of the information for public policy and educational practices are discussed. Preliminary findings from family survey data from the People's Republic of China and Portugal are discussed. It is concluded that as the United States plans for future early childhood programs, information from other countries should be used to allow a wider examination of the major issues and potential solutions to problems. Such use may result in the most comprehensively based system of services possible for preprimary children. (RH)

ED 318 682 SO 020 830

Garland, James
A Comparison of the Two-Party and Multi-Party Political Systems: A Case Study Using the United States and West Germany.
PUB DATE- Apr 90
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Comparative Analysis; Curriculum Enrichment; Foreign Countries; *Government (Administrative Body); Secondary Education; *Simulation; Social Studies
IDENTIFIERS- *Coalitions; *West Germany
The political system of the Federal Republic of Germany (West Germany) is explained and comparisons are made with the U.S. system. Descriptions are given of the West German political parties and the process and importance of forming coalitions is explained. A lesson plan is presented that utilizes the case study and

includes a simulation exercise that presumes the United States becomes a multi-party system and gives students the chance to form coalitions in the government. A study guide and three charts conclude the document. (JB)

ED 318 698 SP 032 190

Strand, Bradford N.
A Space Analysis of Physical Education Activity and Ancillary Areas in Big Ten Universities.
PUB DATE- Mar 90
NOTE- 17p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (New Orleans, LA, March 28-31, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Athletic Fields; *College Buildings; *Facility Planning; Field Houses; Gymnasiums; Higher Education; *Interior Design; Locker Rooms; Physical Education; *Physical Education Facilities; Recreational Facilities; *Space Utilization
IDENTIFIERS- *Big Ten Universities
This study compared both physical education "Type A" (activity) space and ancillary space at the Big Ten Universities with the physical education space guidelines established in 1967 by the National Facilities Conference and the assigned guidelines for the seven ancillary space types. The data were obtained through the use of a questionnaire, interviews, and room inventories and schematics. The universities failed to meet the recommended guideline of 12 square feet per assigned student population (ASP) for "A" space and, in general, exceeded the recommended guidelines of 35 percent for ancillary space. The percentage breakdown of the seven ancillary space types varied according to whether or not all the athletic facilities were included in the analysis. Based on the results of this study, new space guidelines were suggested. (JD)

ED 318 715 SP 032 250

Friedman, Malcolm
Collaboratives--Universities and Schools as Partners in Staff Development.
PUB DATE- Feb 90
NOTE- 18p.; Paper presented at the Eastern Educational Research Association Conference (Clearwater, FL, February 6, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Cooperative Programs; *Degrees (Academic); Elementary Secondary Education; *Graduate Study; Higher Education; Inservice Teacher Education; *Staff Development
IDENTIFIERS- Brooklyn Community School District 13 NY; Long Island University NY

Some basic considerations undergird partnerships between schools and colleges undertaken to work on problems of mutual concern that may be difficult to solve individually. Studies have indicated that successful collaboratives require the existence of certain special conditions and the surmounting of certain barriers. Research studies have pointed to factors that facilitate and maintain collaboration. Five major factors are considered important for collaborative development: (1) assessment of needs, (2) decision making, (3) willingness to reach out, (4) apperceptive base, and (5) flexibility. Brief descriptions are given of 10 major partnership projects undertaken between 1984 and 1989; a more detailed description is given of a model collaborative entered into by an urban school district and a university in New York City. The purpose of the partnership was to provide a graduate study program for inner-city elementary school teachers seeking a master of science degree. (JD)

ED 318 731 SP 032 348

Packard, Richard D.; Dereshiwsky, Mary
Teacher Motivation Tied to Factors within the Organizational Readiness Assessment Model. Elements of Motivation/De-Motivation Related to Conditions within School District Organizations.
Northern Arizona Univ., Flagstaff. Center for Excellence in Education.
PUB DATE- Apr 90
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Ladders; Elementary Secondary Education; Motivation Techniques; *Organizational Climate; *Organizational Effectiveness; Program Development; *Program Evaluation; *Teacher Motivation
This document reports on an assessment of the 5-year Arizona Career Ladders Pilot-Test Teacher Incentive Program. Research and evaluation of the program were conducted in the 14 presently participating districts. A model was developed of essential organizational components which must be functioning at healthy levels for effective operation. The components are: (1) focus factors--student achievement and teacher development and leadership; (2) critical support factors--teacher and administrator evaluation, motivation, professional input and ownership, and program designs and structures; and (3) professional networks--state financing and funding, and legislative guidelines. Program participants were asked to complete a survey which assessed their perceptions of the impact and appropriateness of the Career Ladder program in these key organizational areas. A summary of results is presented; charts detail the motivators and demotivators listed on the organizational readiness assessment model. (JD)

ED 318 774 TM 014 862

Gill, Helen V.
A Comparison of Two Interactive Reading Comprehension Measures.
PUB DATE- Apr 90
NOTE- 66p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). Small, filled print in the appendixes will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis of Covariance; Comparative Testing; Higher Education; Reading Achievement; *Reading Comprehension; *Reading Tests; Scores; *Undergraduate Students
IDENTIFIERS- Interactive Reading; *Michigan Educational Assessment Program; *Sentence Verification Technique
Scores were compared for two experimental assessment instruments constructed as examples of the techniques used by the Sentence Verification Technique (SVT) of J. M. Royer and others (1979) and the Michigan Educational Assessment Program (MEAP) of the Michigan Department of Education (1987, 1988) to measure reading comprehension as an interactive process. Sixty-two university students (6 males and 56 females) were administered both experimental treatments. All participants were undergraduates in their senior year of the Professional Teacher Preparation Program at a major public university in the Southwest. There were 21 high, 21 average, and 20 low achieving readers in the sample. Using analysis of covariance with tests of prior knowledge as covariates, data were analyzed and interpreted at the 0.05 level of significance. There was a highly significant difference between SVT scores and MEAP scores. However, there were no significant differences when SVT scores adjusted for prior knowledge were examined according to the reading ability rank of the students. There were significant differences both before and after MEAP scores adjusted for prior knowledge were examined according to the reading ability rank of students. These findings indicate that the tests measure different aspects of reading comprehension despite a common theoretical framework. A 33-item list of references is included. Appendices present experimental target passages, the tests, and a proposed combined test. (SLD)

ED 318 620 SE 051 367

Geistdoerfer, Patrick
Undersea Giants. Young Discovery Library Series.
REPORT NO.- ISBN-0-944589-02-2
PUB DATE- 88
NOTE- 41p.; Contains colored pictures which may not reproduce well. For other titles in this series see SE 051 356-368.
AVAILABLE FROM- Young Discovery Library, P.O. Box 229, Ossining, NY 10562 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Animal Behavior; Animals; Biological Sciences; *Childrens Literature; Elementary Education; *Elementary School Science; Marine Biology; *Oceanography; *Reading Materials; *Science Materials; Wildlife
IDENTIFIERS- *Mammals; Whales

This book is written for children ages 5 through 10. Part of a series designed to develop their curiosity, fascinate them and educate them, this volume provides an introduction to whales and other sea mammals. Topics included are: (1) kinds of whales; (2) distribution of whales; (3) behavior of whales; (4) hunting whales; and (5) other sea mammals, such as sea lions, walruses, and different kinds of seals. (YP)

ED 318 449 IR 014 360

1989-90 Instructional Television Building Coordinator's Guide.
South Carolina Educational Television Network Columbia.; South Carolina State Dept. of Education, Columbia.
PUB DATE- 89
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Check Lists; Computer Assisted Instruction; Computer Software; *Copyrights; Curriculum Development; Educational Radio; *Educational Television; Elementary Secondary Education; Equipment Maintenance; Evaluation Criteria; Inservice Teacher Education; Microcomputers; *Programing (Broadcast); *Scheduling; State Programs; *Time Management
IDENTIFIERS- *Calendars

Designed to help instructional technology building coordinators with the integration of television, radio, and computer resources into their schools' curricula, this guide/calendar is designed for use throughout the year as a scheduling aid and reference manual. The first of two major sections covers 35 topics, including the following major areas: how comprehensive planning ensures effective use of instructional technology; suggested resource allocations for grades Pre-K through 6; inservice planning; utilization consultants; tasks to be performed for each segment of the academic year (checklists); elements contributing to the success of instructional television; procedures to check when equipment malfunctions; purchasing, maintenance, and safety precautions for television sets and VCRs; off-air taping for classroom use; physical considerations for using instructional television; copyright restrictions, guidelines, and programming for school personnel; scheduling television set use; computers and instructional technology; district policy on software copyright; and copyright amendments relevant to microcomputer software. The second part is a calendar for the academic year 1989-1990 which lists the names of educational television programs and the times they are on the air each month. Reminders are preprinted for holidays and for various state department functions. A 6-item annotated bibliography on educational television is included. (SD)

ED 318 479 IR 053 114

Estes, Bettie
Procedures Manual for School Library Media Centers. Revised.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- 86
NOTE- 267p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrative Policy; Cataloging; Cooperative Planning; *Educational Media; Elementary Secondary Education; Evaluation Criteria; *Learning Resources Centers; Library Automation; Library Circulation; *Library Material Selection; Library Planning; *Library Technical Processes; *School Libraries
Developed to provide suggestions for the efficient operation of a school library media center, this guide begins with the selection and acquisition of materials, including the formation of selection policy; the selection of instructional materials; criteria for evaluating picture books, fiction books, information books, films, filmstrips, nonmusical recordings, and computer software; purchasing procedures; and computerized collection development. Guidelines for processing provide suggestions for organizing a central library media collection; processing books; commercial cataloging; processing new books; cataloging and classification; preparing books for the shelf; processing paperback books and nonprint materials; the vertical file; procedures for typing and filing catalog cards; and reorganizing the card catalog. Guidance is also provided for the selection, processing, circulation, and maintenance of audiovisual equipment and materials. Guidelines for library circulation cover procedures and policy; ways to comply with the Privacy Law; selfservice checkout; and tips for proper shelving of books. Computer applications and criteria for automated library systems are also discussed. Guidance for library services covers scheduling, cooperation with teachers in curriculum planning, time management, job descriptions for support staff, the library media volunteer program, and student aides. Guidelines for maintenance address the inventory and repair of materials, sending books to the bindery, and weeding. Flow charts illustrating library processes are interspersed throughout the text, and additional materials provided include a glossary, a bibliography, state standards for Oklahoma, and a model materials selection policy. Appended materials include sample forms--e.g., self-evaluation sheets, user questionnaires, and charts for shared curriculum planning--which may be adapted or copied for use in most any library media center. (SD)

ED 318 558 PS 018 741

Hitz, Randy; Massoni, Betty
Trends in Kindergarten and First Grade, Fall 1989. Survey Report and Recommendations of the Early Childhood Advisory Committee.
Oregon State Dept. of Education, Salem.
PUB DATE- 89
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Class Size; *Educational Trends; *Grade 1; Grade Repetition; Home Visits; *Kindergarten; Parent Role; Parent Teacher Conferences; Primary Education; School Entrance Age; School Policy; School Schedules; State Surveys; Teacher Aides; Textbooks; Transitional Programs; Volunteers
IDENTIFIERS- *Oregon; Staffing Patterns
Findings of a recent Oregon Department of Education survey of elementary school principals are reported. In fall, 1988, questionnaires were mailed to 789 elementary school principals in the state. A total of 694 responded. The survey was designed to provide insight into important trends in kindergarten and first grade. The following topics were covered: (1) class size; (2) aide time; (3) number of kindergarten teachers per building; (4) kindergarten schedules; (5) home visits, parent-teacher conferences, and parent volunteers; (6) early entrance policies; (7) retention and transition classrooms; and (8) use of textbooks to teach reading and writing and other curriculum areas. Each of the eight sections of this report includes survey results and a brief commentary citing current national trends and research on the topic in question. Recommendations of the Department's Early Childhood Advisory Committee are also included in each section. (RH)

ED 318 588 RC 017 492

Castle, Emery, Ed.; Baldwin, Barbara, Ed.

National Rural Studies Committee: A Proceedings (2nd, Stoneville, Mississippi, May 17-18, 1989).
Western Rural Development Center, Corvallis, Oreg.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- May 89
NOTE- 96p.; For 1988 Proceedings, see ED 308 997.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Economic Development; Elementary Secondary Education; Higher Education; Labor Force Development; *Poverty; Poverty Areas; *Public Education; *Racial Relations; Regional Attitudes; Regional Characteristics; *Rural Areas; Rural Development; Rural Education; Rural Population
IDENTIFIERS- Mississippi; *United States (South)
The National Rural Studies Committee seeks to identify important rural problems and encourage scholarly work on such problems. This annual meeting focused on the relationships between rural poverty and race relations and between rural and urban problems. Individual papers are: (1) "The Rural South as Seen by a Historical Geographer," by Charles Aiken; (2) "Home Sweet Home: Perspectives on the Culture and Politics of Shelter," by Carol Stack; (3) "Interdependent Development: Evidence and Policy," by Edward Bergman; (4) "Persistent Low Income Areas in the United States: Some Conceptual Challenges," by David L. Brown and Mildred Warner; (5) "Rural People in Poverty: Persistent versus Temporary Poverty," by Peggy J. Ross and Elizabeth S. Morrissey; (6) "Down South: The Inferior Country?" by William Howarth; (7) "Halfway Home--How Do We Get the Rest of the Way?" by William Winter; (8) "The Land-Grant University and Economic Development," by Walter Washington; (9) "Public Education in the Rural South," by David L. Powe; (10) "The Delta Project: A Perspective for Social and Economic Research and Development," by Arthur G. Cosby; (11) "Traditional and Alternative Agriculture," by Chip Morgan; and (12) "Politics in a Small Delta Town," by Robert Gray. (SV)

ED 318 602 RC 017 510

Curiel, Herman
Forming Practice & Academic Partnerships in Recruitment of Hispanic Students for the Field of Aging.
PUB DATE- Oct 89
NOTE- 13p.; Paper presented at the Annual Conference of the National Association of Social Workers (San Francisco, CA, October 14, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Gerontology; Field Experience Programs; Gerontology; *Hispanic Americans; Internship Programs; *Older Adults; Postsecondary Education; Social Workers; *Student Recruitment; Summer Programs
The Hispanic elderly population shares a common language and similar belief systems, although the population is comprised of subgroups of various national origins. Hispanic elderly are a rapidly growing proportion of the total Hispanic population, and are also among the most economically, physically, and emotionally vulnerable populations. This paper describes a recruitment program to identify Hispanic college students interested in pursuing a career of service to Hispanic elderly. Four partnerships were established with universities located in regions with high concentrations of Hispanic elderly. The paper describes the 10-week summer internship, a major component of the year-long training program. Students were placed with selected national agencies located in Washington, D.C., such as the U.S. Congress House Select Committee on Aging or the National Hispanic Council on Aging. Goals of the summer internship were to increase students' general knowledge of and interest in gerontology careers. Student interns provided auxiliary staff personnel for selected agencies, increased agencies' awareness of Hispanic elderly needs, and offered opportunities for agencies to interact with each other. The paper describes orientation, placement activities, seminars, student program evaluations, and program implementation. There was consensus among participants and supervisors that such a program should be continued. (DHP)

ED 318 636 SE 051 390

Hart, Laurie E.; And Others
Teacher-Student Interaction and Achievement in a Seventh-Grade Mathematics Class.
PUB DATE- 90
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Grade 7; Junior High Schools; *Mathematics Achievement; Mathematics Instruction; Mathematics Teachers; *Racial Differences; *Secondary School Mathematics; *Sex Differences; Teacher Influence; *Teacher Student Relationship
The purposes of this study are to describe teacher-student interaction in a seventh-grade mathematics class and to examine the relationships between teacher-student interaction and achievement by race and sex. Sixteen students taught by a black male were studied. For 10 days near the middle of 45 classroom days, quantitative teacher-student interaction data were gathered. Achievement data was obtained from two standardized measures (Grade 6 Iowa Test of Basic Skills and American Junior High School Mathematics Examination) and four classroom achievement measures (Grade 6 final grade, Grade 7 November and January test grades, and Grade 7 second quarter grade). On all achievement measures, the means for the white students were higher than the means for the black students. On the teacher-student interaction measure, the black students had more total academic interactions and student-initiated academic interactions; the white students initiated more procedural interactions. The differences in means by sex were less than one-third of a standard deviation both on all three Grade 7 classroom measures and in each teacher-student interaction category. The white males and the black females had the most interactions, the most teacher-initiated interactions, and the most student-initiated interactions. (YP)

ED 318 760 TM 014 802

Ferrara, Steven; Walker-Bartnick, Leslie

Detecting and Analyzing Differential Item Functioning in an Essay Test Using the Partial Credit Model.

PUB DATE- Apr 90
NOTE- 33p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Data Analysis; *Essay Tests; Evaluation Methods; Grade 9; Graduation Requirements; High Schools; *High School Students; *Item Bias; *Item Response Theory; Research Methodology; *Scoring; Standardized Tests; Testing Problems; *Writing Evaluation
IDENTIFIERS- Maryland Writing Test; *Partial Credit Model

A procedure was developed to detect differential item functioning (DIF) in a standardized essay test using the Partial Credit Model, the general polychotomous form of the Rasch model. Using a panel of experts in the writing process, hypothesized explanations for DIF at some score points were developed. Data for the study included averaged narrative and explanatory essay scores on the Maryland Writing Test for over 47,000 ninth-grade students from the 1989 annual administration. Student score records were randomly selected to create separate data files of about 1,200 White, Asian, Black, Hispanic, male, and female students each. DIF was investigated using a statistical procedure and via an expert panel review procedure. The statistical procedure involved calibrating prompts in separate subgroups and calculating Draba's DIF statistic. The panel review process and results appear to be reasonably helpful for prompt development, but less useful at the post-administration prompt analysis. Implications for research are discussed, and recommendations are made for applications of both procedures in other contexts. Five tables and two graphs summarize study findings. (SLD)

ED 318 788 TM 014 903

Anderson, Paul S.
Initial Experiences with Machine-Assisted Reconsiderative Test Scoring: A New Method for Partial Credit and Multiple Correct Responses.
PUB DATE- Apr 90
NOTE- 28p.; Paper presented at a joint session of the Annual Meetings of the American Educational Research Association (Boston, MA, April 16-20, 1990) and the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Assisted Testing; Educational Technology; Higher Education; High Schools; *Scoring; Secondary School Students; Test Construction; Test Items; *Test Scoring Machines
IDENTIFIERS- Multi Digit Technique; *Multi Digit Tests; Partial Credit Model; *Reconsiderative Scoring
Initial experiences with computer-assisted reconsiderative scoring are described. Reconsiderative scoring occurs when student responses are received and reviewed by the teacher before points for correctness are assigned. Manually scored completion-style questions are reconsiderative. A new method of machine assistance produces an item analysis on a microcomputer that prints the actual word response or numeric answer. The teacher reviews the responses prior to allocating points via the keyboard. Computer-assisted reconsiderative scoring was first available in an experimental software package called RECON in the fall semester of 1989. Early experiences in university classes with about 250 students and secondary classes in one high school with the RECON package and a related software package--the MDT Educational Testing System--demonstrate a number of advantages, including: (1) the possibility of accepting multiple responses to one question; (2) enhanced numeric responses; (3) assessing multiple steps in responses; (4) allowing graphical responses; (5) improved feedback; and (6) links with computer managed learning and databases. Reconsiderative scoring could open a new dimension in educational measurement for teacher-generated and standardized assessments. Seven figures illustrate the discussion, and an appendix reports the development of the MDT program. A 38-item annotated bibliography is included. (SLD)

ED 318 802 TM 014 936

Linacre, John M.
Rank Ordering or Judge-Awarded Ratings?
PUB DATE- Apr 90
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Error of Measurement; Essay Tests; Evaluators; *Goodness of Fit; *Item Response Theory; Licensing Examinations (Professions); Mathematical Models; *Quality Control; Rating Scales; *Scoring
IDENTIFIERS- *Rank Order; *Rasch Model
Rank ordering examinees is an easier task for judges than is awarding numerical ratings. A measurement model for rankings based on Rasch's objectivity axioms provides linear, sample-independent and judge-independent measures. Estimates of examinee measures are obtained from the data set of rankings, along with standard errors and fit statistics. Judge quality-control fit statistics are also obtained for each ordering. An example is provided comparing rating and ranking of an essay examination. Even though rank ordering does not perform measurement as precisely as does a highly discriminating rating scale, measures obtained from rankings can be comparable to those obtained from rating scales commonly in use in certifying situations. The simplification of judge training and the easing of the burden on the judge resulting from the use of rank ordering rather than rating scales suggest that this technique merits close scrutiny by examination boards that currently rely on judges to rate examinee performance. Five tables and three figures are included. (Author/TJH)

ED 318 816 UD 027 388

Kyle, Charles L.; Sufritz, Erica
Indivisible. Good Schools=Health Economy. Poor Academic Achievement=Increased Unemployment. A Longitudinal Pilot Study on the Relationship between Job Growth and School Performance in 15 of Illinois' Largest Counties. A Report to Cook County Assessor Thomas Hynes.
Loyola Univ., Chicago, Ill.
PUB DATE- Aug 90
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Economic Change; Economic Development; Educational Change; *Job Development; Longitudinal Studies; Outcomes of Education; *School Business Relationship; *School Effectiveness; Secondary Education; State Surveys; Urban Schools
IDENTIFIERS- *Illinois

This longitudinal study indicates that educational reform and economic performance are indivisible. The first part of the study examines job growth or decline by type of job between 1972 and 1985 by county and ranks the counties based on their performance during the 13-year period. The second part of the study examines the relationship between the increase or decline of certain jobs by county with the state "report cards" issued by the high schools in each of the counties. The following conclusions are reported: (1) the economy is languishing in most counties as the state attempts to adjust to the global economic competition that has destroyed the manufacturing sector; (2) the restructuring of the world economy has led to an increased demand for a literate work force to staff the expanding service sector of information-based industries and has also led to increased need for sophisticated, highly educated workers to fill jobs in the high technology industries; (3) the few counties that have fared well in this economic restructuring also have school systems that have attained high achievement scores on national tests; (4) Cook County, Peoria County, Madison County, and St. Clair County have done poorly in both job growth and school performance; (5) Cook County has performed dismally in job development; (6) Cook County schools have the highest dropout rates in the state; and (7) the majority of students graduating from Cook County high schools have not performed well enough on the American College Testing (ACT) Program to gain entrance into the vast majority of four-year colleges in the state. Sixteen tables of statistical data are included. A list of 11 references is appended.

(FMW)

ED 318 829 UD 027 423

Opuni, A. Kwame
The Strive Project: A Special "Pull-Out" Instructional Program for At-Risk Ninth Grade Students.
Environmental Protection Agency, Washington, DC. Youth Programs.
PUB DATE- 90
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Analysis of Covariance; Attendance; Dropout Prevention; Educationally Disadvantaged; Enrichment Activities; *High Risk Students; *High School Freshmen; Junior High Schools; *Program Effectiveness; *Scores; Self Esteem; *Student Attitudes; Student Improvement; Urban Education
IDENTIFIERS- *Houston Independent School District TX

STRIVE was a special instructional program which provided a nurturing, caring, intensive instructional milieu for over-aged, low-performing ninth graders, who were perceived to be at risk of dropping out of school, at Barbara Jordan High School for Careers in Houston (Texas) during the 1988-89 school year. This report evaluates the effectiveness of the STRIVE project in improving student academic performance, and their attitudes toward themselves, learning, and class attendance. The following findings are presented: (1) STRIVE students significantly outperformed the non-STRIVE students in reading, mathematics, social studies, and science on the Metropolitan Achievement Test-Sixth Edition (MAT-6); (2) 47 percent of the students indicated that their desire to attend school every day had increased; (3) 65 percent of the students expressed increased appreciation for their teachers; (4) 57 percent of the students indicated that the program had helped them feel better about themselves; (5) 70 percent of the students stated that they felt more confident in their ability to improve their grades; (6) 90 percent of the students expressed that they would encourage other at-risk ninth graders to enroll in the program; (7) both STRIVE and non-STRIVE students' mean attendance rates declined, but the STRIVE students had a smaller margin of decline than the non-STRIVE students; and (8) 25 percent of the students left the program during the 1988-89 school year. One table is included. (JS)

ED 318 518 JC 900 242

Kelly, Diana K.
Reviving the "Deadwood": How To Create an Institutional Climate To Encourage the Professional Growth and Revitalization of Mid-Career Faculty in the Community College.
PUB DATE- 2 May 90
NOTE- 55p.; Graduate Seminar Paper, Claremont College.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Environment; *College Faculty; College Planning; *Community Colleges; *Faculty College Relationship; *Faculty Development; Faculty Workload; Scholarship; *Teacher Burnout; Teacher Morale; Teacher Persistence; Teacher Shortage; Two Year Colleges; Universities
This paper explores the lack of vitality among community college mid-career faculty, arguing that this may be an even more severe problem at two-year colleges than at four-year institutions. Emphasis is placed on the role of community colleges and the institutional changes required to revitalize mid-career faculty. The problem of faculty vitality is examined in terms of the impending faculty shortage, symptoms of faculty burnout, measures of faculty vitality, and the specific nature of the problem of faculty vitality in the community college. Institutional causes of the problem are also examined with particular attention to the campus culture, the departmental climate, the influence of colleagues, faculty workload, changes in the student population, the tenure system, and the reward structure. Finally, solutions to the problem are suggested in terms of successful practices for revitalization which have been used in business and in institutions of higher education. These practices include individualized growth plans, career planning, faculty exchanges, faculty internships, sabbaticals, job variety, faculty development programs, post-tenure evaluations, and incentives and rewards. A brief conclusion offers some specific suggestions for ways community colleges can enhance the professional growth and vitality of mid-career faculty. (JMC)

ED 318 574 PS 018 762

Horm-Wingerd, Diane M.
Assesssing Tests: What Do Teachers Need To Know?
PUB DATE- Nov 88
NOTE- 21p.; A portion of this paper was presented at the Annual Meeting of the National Association for the Education of Young Children (Anaheim, CA, November 10-13, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criterion Referenced Tests; Educational Practices; Guidelines; Norm Referenced Tests; Resource Materials; Standardized Tests; *Teacher Responsibility; Test Reliability; *Test Selection; *Test Use; Test Validity
This paper provides an overview of standardized tests and a summary of important psychometric and test construction properties that educators must consider when they make critical evaluations of standardized tests. Sections of the paper concern: (1) basic characteristics of standardized tests; (2) differences between norm-referenced and criterion-referenced tests; (3) reliability and validity; (4) the importance of reliability and validity; and (5) sources of additional information. Guidelines for appropriate test selection and use are included. (Author/RH)

ED 318 650 SO 020 529

Hooghoff, Hans
New Initiatives for the Integration of Environmental Studies in Dutch Education.
PUB DATE- 10 Dec 88
NOTE- 9p.; Paper presented at the Environmental Studies in Europe Conference (Rome, Italy, December 8-10, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Core Curriculum; *Curriculum Development; Elementary Secondary Education; *Environmental Education; Foreign Countries; Integrated Curriculum; Interdisciplinary Approach
IDENTIFIERS- *Netherlands
In 1988, the Dutch Parliament adopted a motion that must result in an improvement of quality and in the integration of environmental studies in education for the 5 to 16 age group within the next few years. Within the scope of basic education, certain committees received a commission from the minister of education to pay explicit attention to environmental issues. The general aim is to integrate the insights and skills that are indispensable for making well-reasoned choices concerning man and the environment. For the period 1988-1992, a plan was launched that aimed to develop a core curriculum for environmental studies, the analysis of existing teaching materials, and regional refresher courses and implementation. An additional goal was to gear internal and external school activities to one another in a more effective manner. The government provided the financial means for implementing these new policies. The implementation will be the task of a national network for environmental studies where curriculum development, research, in-service training, and the development of teaching materials will take place in mutual cooperation. (JB)

ED 318 683 SO 020 837

Mael, Phyllis
Transforming the Curriculum for Equity and Excellence.
California Community Coll. Fund for Instructional Improvement.
PUB DATE- 89
NOTE- 16p.
AVAILABLE FROM- Community College Humanities Association, c/o Community College of Philadelphia, 1700 Spring Garden St., Philadelphia, PA 19130 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Curriculum; *Community Colleges; *Curriculum Development; Curriculum Problems; *Feminism; Higher Education; *Humanities; Surveys; Womens Studies
IDENTIFIERS- *California; *Curriculum Transformation
With the changing demographics in college populations, educators can no longer offer students a curriculum that denies the very existence of women and minorities. Yet this is precisely what occurs in the traditional or womanless curriculum. If one recognizes the limitations of a curriculum that accepts male experience as universal, one is ready to begin curriculum transformation. A questionnaire was sent to all community college humanities departments in an attempt to ascertain what faculty were doing to balance their humanities courses for gender and how they were doing it. Over 250 responses from more than 70 different colleges were received. Based on these responses, the following suggestions are offered to faculty interested in transforming their humanities courses: (1) start wherever colleagues and institutions feel most comfortable (usually this means beginning to incorporate more works by women or material that includes women's experiences); (2) in classes where instructors have no control over textbook selection or where inclusion of material on or by women is not appropriate, raise epistemological and pedagogical questions that challenge the traditional curriculum and scholarship; (3) read books on curriculum transformation and contact people involved in curriculum transformation projects; (4) attend professional

conferences and read journals where curriculum transformation material is presented; (5) use faculty development funds at the institution to support workshops, seminars, and consultants to begin the important institutional work of curriculum transformation; (6) check into the use of gender equity and affirmative action funds as possible sources for funding curriculum transformation projects. (JB)

ED 318 746 TM 014 658

Wiser, Berton; Lenke, Joanne M.
The Stability of Achievement Test Norms over Time.
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, DC, April 21-23, 1987).
AVAILABLE FROM- Psychological Corporation, 555 Academic Court, San Antonio, TX 78204 (no charge).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; *Achievement Tests; Comparative Testing; *Elementary School Students; Elementary Secondary Education; *National Norms; *Secondary School Students; Standardized Tests; Statistical Analysis; Statistical Data; Testing Problems; *Test Norms; Test Reliability
IDENTIFIERS- *Stanford Achievement Tests
The extent to which national performance on an achievement test battery changed over a 4-year period was studied, and the comparative performance of students in school districts taking the test series for the first time was compared with that of students in districts that had used the battery at least once in one or more grades. The seventh edition of the Stanford Achievement Test was used to investigate both issues for 1982 and 1986. After consideration of geographic region, system size, and socioeconomic status, a sample of 116,000 students from kindergarten through grade 12 was selected. Results indicate that national performance did improve in reading, mathematics, and language in the lower grades. Students in lower grades in districts that had used the test series at least once outperformed students in districts that had not used the series before. Use of the 1982 norms to assess current students would overestimate the standing of current students relative to the national population, particularly in mathematics and language. Three tables present the study results.

(SLD)

ED 318 465 IR 014 445

Arias, Armando A., Jr.; Bellman, Beryl L.
BESTNET: Binational English & Spanish Telecommunications Network. Final FIPSE Report.
San Diego State Univ., Calif.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bilingual Education Programs; *Computer Assisted Instruction; Computer Networks; Computer Science Education; *Distance Education; Higher Education; Hispanic Americans; Mathematics Instruction; Program Evaluation; Telecommunications; *Teleconferencing; *Telecourses; Videotape Recordings
IDENTIFIERS- *Binational English and Spanish Telecomm Network; Fund for Improvement of Postsecondary Education

The final evaluation of BESTNET (the Binational English and Spanish Telecommunications Network) is described. Undertaken as a collaborative effort to experiment with new telecommunications media in distance education and to attract Hispanic students into the science and engineering fields, the project involved the development of a number of bilingual telecourses in mathematics and computer sciences. A number of the telecourses utilized lectures on videotape supplemented by computer conferencing and electronic mail, and several others were wholly delivered via computer communications. Several universities in the United States and Mexico collaborated, and Mexican faculty taught video lectures in Spanish under the technical supervision of U.S. faculty. Those courses were offered to Spanish-as-a-first-language students in the United States. (GL)

ED 318 492 JC 900 152

Overholt, Maurice C.
Comparative Financial Statistics for Pennsylvania Community Colleges: Selected Historical Data--1984-85 to Present; Detailed Data--1983-84 to 1989-90. Ninth Annual Report.
Pennsylvania State Commission for Community Colleges, Harrisburg.
PUB DATE- 89
NOTE- 145p.; The majority of the document is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Budgets; *Community Colleges; *Educational Finance; Educational Trends; *Enrollment; Expenditure per Student; Expenditures; Financial Audits; *Financial Support; Full Time Equivalency; Income; Institutional Characteristics; *Operating Expenses; *School District Spending; School Statistics; State Aid; State Surveys; Tables (Data); Two Year Colleges
IDENTIFIERS- *Pennsylvania
This report was prepared to assist Pennsylvania community colleges in analyzing their financial performance in relation to their peers, and contains financial data for the years 1983-84 to 1989-90. This report is divided into 15 sections. Sections I through VII examine reimbursement requests, by year, for 1983-84 to 1989-90, in terms of enrollments, operating expenditures, operating reimbursements, source of funds, operating costs, capital debt service and rentals, and capital source of funds. Section VIII lists historical systemwide data for 1984-85 to 1989-90, including enrollments, funding data, state reimbursements, operating and total costs, capital and capital costs, value of physical plant, and state allocations. Section IX presents similar data, but also includes stipend enrollments by category for fiscal years 1985-86 through 1992-93. Section X compares reimbursement requests to audits for 1980-81 to 1983-84, while section XI compares budget requests to audits for 1981-82 to 1983-84. Section XII looks at the status of operating funds, expenditures, and sources. Section XIII presents approved operating and capital rebudgets. Section XIV lists 1988-89 tuition and fees, and section XV describes community college capital projects. (WJT)

ED 318 544 PS 018 715

Weinberg, Anita
Employers and Child Care: New Jersey's New Partnership. A Summary of the Conference Proceedings (June 8, 1988).
New Jersey Task Force on Employer Supported Child Care, Princeton.
PUB DATE- 89
NOTE- 64p.; For a related document, see PS 018 716.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Early Childhood Education; *Employed Parents; *Employer Supported Day Care; Family Problems; Federal Government; Government Role; *Labor Force; *Program Development; State Government; *State Programs; Statewide Planning; Tables (Data); Workshops
IDENTIFIERS- *Business Role; *New Jersey
On June 6, 1988, a statewide conference was held in New Jersey to increase cooperation between public, private, voluntary, and business communities working to expand child care services in the state. Substantive sections of this report of the conference provide: (1) statistics on child care in New Jersey; (2) a description of the day care situation that focuses on projected needs and currently operating assets; and (3) three plenary presentations on the labor environment that discuss the changing roles of women in the new labor market, the effect of increased demand for workers on the development of solutions to the crisis in day care, and the child care problems facing employees. The 12 workshops are very briefly summarized Also included in the report are luncheon and keynote addresses by United States Senator Bill Bradley, New Jersey Governor Thomas Kean, and the Secretary of the United States Department of Labor, Ann McLaughlin. These addresses focus on the role of the federal and state government in programs serving children and families and the need for businesses to become more extensively involved in providing child care services for their employees. (RH)

ED 318 621 SE 051 368

Farre, Marie
Crocodiles and Alligators. Young Discovery Library Series.
REPORT NO.- ISBN-0-944589-01-4
PUB DATE- 88
NOTE- 41p.; Contains colored pictures which may not reproduce well. For other titles in this series see SE 051 356-367.
AVAILABLE FROM- Young Discovery Library, P.O. Box 229, Ossining, NY 10562 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Animal Behavior; Animals; Biological Sciences; *Childrens Literature; Conservation (Environment); Elementary Education; *Elementary School Science; *Reading Materials; *Science Materials; *Wildlife
IDENTIFIERS- *Crocodiles
This book is written for children ages 5 through 10. Part of a series designed to develop their curiosity, fascinate them and educate them, this volume describes the physical characteristics, behavior, and peculiar habits of crocodiles, including how to distinguish them from close relatives such as alligators, cayman, and gharials. (YP)

ED 318 666 SO 020 764

Mayle, Paul D.
Gandhi and the Gita.
PUB DATE- 23 Jan 89
NOTE- 26p.; Type "filled-in" throughout.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Ethics; Global Approach; Higher Education; Instructional Materials; *Religious Education; Units of Study
IDENTIFIERS- *Bhagavad Gita; *Gandhi (Mahatma); Hinduism; Mount Vernon Nazarene College
These materials were developed for use in a "Survey of the Far East" course offered at Mount Vernon Nazarene College, Mount Vernon, Ohio. This curriculum project focuses on the "Bhagavad Gita," with reference to its influence on and use by Mahatma Gandhi. The "Gita" may be used as a text, or may be included on a required readings list. This project consists of three components. An outline describes the succession crisis that provided the background for the conflict at the heart of the "Gita." This outline may be copied for class hand-outs or made into a transparency, or both. (2) Selections are provided from each of the "Gita's" 18 books. These passages are intended to generate class discussion and are designed to be used as class hand-outs or transparencies or both. (3) A list of suggested journal questions or entries are offered as examples. The course for which this project was designed requires students to keep a journal. (4) A working bibliography of 13 items concludes the document. (AS)

ED 318 716 SP 032 256

Davis, Kathryn L.
Officiating Classes as Part of the Physical Education Curriculum.
PUB DATE- 29 Mar 90
NOTE- 6p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (New Orleans, LA, March 28-31, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletic Coaches; *Discipline; Ethics; Higher Education; Legal Responsibility; *Physical Education; Self Control; *Sportsmanship; *Student Behavior; Teacher Education Curriculum; *Team Sports
IDENTIFIERS- *Sports Officials
Two surveys were conducted to find the availability of officiating classes in colleges across the nation, to share information about the organization of these officiating classes, and to find the methods by which officials first learn how to officiate. The first survey was directed toward colleges with professional physical education programs. Of the 95 colleges surveyed (with 60 responding), 52 percent indicated the existence of some type of officiating class. Thirteen courses were listed as separate courses for specific sports, and 18 courses were listed as paired courses

(two or more sports covered in one course). The second survey was directed to the National Association for Girls and Women in Sport (NAGWS), to volleyball officials with national ratings. Of all the officials surveyed, 32 percent had learned to officiate through professional classes. Some problems associated with offering officiating courses were: a lack of qualified instructors, little or no student interest, and/or the lack of available hours in the curriculum. Some solutions to these problems are to hire adjunct instructors from outside the university, work cooperatively with the intramural programs to offer training for their officials, and offer officiating courses as elective courses. Three key issues for officiating classes in the 1990s are: legal liability, ethics, and the psychology of officiating. (JD)

ED 318 732 SP 032 352

Bridges to Strength: Establishing a Mentoring Program for Beginning Teachers; An Administrator's Guide.
Appalachia Educational Lab., Charleston, W. Va.; Tennessee Education Association, Nashville.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 88
NOTE- 32p.
AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrators; *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; *Mentors; *Program Development; Role Models; Teacher Administrator Relationship

This handbook assesses the tasks of school leaders in developing a successful mentoring program in their schools. Information is provided on: (1) identifying essential components of effective mentoring programs; (2) responsibilities of the building principal, mentors, and beginning teachers; (3) funding arrangements, including alternatives to mentor compensation; (4) qualities and responsibilities of effective mentors; (5) processes to enhance program acceptance and increase voluntary mentor participation; (6) key areas of training for mentors; and (7) ways for administrators to demonstrate support for the mentoring programs. A summary is provided on components of effective mentoring programs supported by research literature. (JD)

ED 318 505 JC 900 222

Kliman, Bernice W.
Writing With and For Students.
PUB DATE- Dec 88
NOTE- 9p.; Paper presented at the Annual Conference of the Modern Language Association (San Francisco, CA, December 27-30, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College English; Community Colleges; English Instruction; Free Writing; *Freshman Composition; *Teacher Developed Materials; *Teacher Role; Teaching Methods; Two Year Colleges; *Writing Exercises; *Writing Instruction; Writing Processes; Writing Teachers

In an effort to actively engage students in writing and introduce them to more rigorous texts and assignments, the first-year literature/composition course at Nassau Community College (New York) was modified. The primary change consisted of the teacher participating in all classroom and take-home writing assignments. In addition, texts by authors such as Ovid, Shakespeare, and Kafka were used in place of contemporary poems and short stories. Writing assignments consisted of in-class freewriting, rewriting stories, comparison papers, and a research paper. The teacher participated in all activities and provided samples to help students. Freewriting exercises by both the teacher and students were read aloud, and students were encouraged to share with the class any ideas or questions that arose. The retelling of stories was used to encourage creativity as well as provide a subject for comparison papers. Students received their teacher's models first and then wrote their own retelling of a story with the teacher's model to be used as a writing aid. Research papers were also assigned, where students received a sample paper and then found their own topic, sought out the answer, and integrated their research into an essay. Few students seemed to have difficulties with documentation, and most students attempted to incorporate different styles of writing in their papers. At the end of the course, students expressed overall enthusiasm toward the paper examples provided by the teacher, saying that the papers guided and motivated them. (WJT)

ED 318 530 JC 900 263

Carter, Edith H., Ed.
Community College Journal for Research and Planning, Volume VI, Numbers 1 and 2.
American Association of Community and Junior Colleges, Washington, D.C. National Council for Research and Planning.
PUB DATE- 88
NOTE- 120p.
AVAILABLE FROM- Director, Research Evaluation and Instructional Development, Johnson County Community College, 12345 College of Quivira, Overland Park, KS 66210 ($9.00 non-members).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *College Planning; *Community Colleges; Economic Development; *Educational Trends; Enrollment Influences; Enrollment Projections; *Institutional Research; Management Information Systems; Program Effectiveness; Program Evaluation; Research Utilization; School Business Relationship; Stopouts; Testing Programs; Trend Analysis; Two Year Colleges; Withdrawal (Education)

Designed as a forum for the exchange of information among members of the National Council for Research and Planning (NCRP), this journal provides articles on various aspects of community college research, management, and planning. The two issues of volume 6 contain the following articles: (1) "The President's Forum: What Have We Accomplished?" by the NCRP's president, John Losak; (2) "An Analysis of Course Withdrawals at a Rural Community College in Florida," by Donald A. Dellow, Cordelia Douzenis, and Steven M. Ross; (3) "Assessment in Tennessee Community and Technical Colleges," by H. James Owen; (4) "Enrollment Projections: Template and Guide," by George L. Findlen; (5) "Proving What We Are Doing Is Working: The Student Flow Research Model," by Janis Cox Coffey; (6) "Using Research to Stimulate Local Initiative for Economic Development," by P. Anthony Zeiss; (7) "Recent Research on Community College Developmental/Remedial Programs: An ERIC Report," by Diane Zwemer; (8) "The Myths and Realities of Planning," by G. Jeremiah Ryan; (9) "A Study of Former Students: Dropouts or Stopouts?" by Harriott Calhoun and Tammie Brown; (10) "Predicting Training Success in a Customized Industry Project," by Jerry Moorman and P. Anthony Zeiss; (11) "Towards a New Perspective on Community College Involvement in Economic Development," by Stephen G. Katsinas and Vincent A. Lacey; (12) "MIS in California Community Colleges: Shared Governance or State Control?" by Janis Cox Coffey and William B. Hamre; (13) "Evaluating College Remedial/Developmental Programs: Results of a Cooperative Effort among Community Colleges," by Trudy Bers; (14) "Faster and More Accurate Catalog Changes," by George L. Findlen; and (15) "Research of Enrollment Influences at Community Colleges: An ERIC Report," by Mary Hardy. (JMC)

ED 318 575 PS 018 763

Aberbach, Amy J.; And Others
Parental Helping Strategies and Children's Autonomous Learning Behaviors in the Classroom.
PUB DATE- Apr 90
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Research; *Elementary School Students; Family Environment; Grade 4; Helping Relationship; *Help Seeking; Intermediate Grades; *Mothers; Parent Attitudes; *Parent Influence; Performance Factors; *Persistence; Personal Autonomy; Problem Solving; Sex Differences; *Student Behavior
The impact of the home learning environment on children's autonomous learning behaviors (ALBs) was examined. The three key topics addressed were: (1) the relation of types of helping techniques used by mothers to their children's help-seeking and persistence behaviors in the classroom; (2) the relation of children's ALBs to gender; and (3) mothers' general beliefs regarding the importance of encouraging children's independence in solving schoolwork problems. Specific ALBs studied were telling, showing, hinting, and encouraging children to solve problems on their own. Subjects were 54 boys and 55 girls in the fourth grade, their teachers, and their mothers. The effect of gender was considered to be of particular interest. Findings indicated that the type of help a mother reports providing for her child does not appear to be important to children's ALBs, especially girls'. Telling a boy what a word means appears to relate negatively to boys' reading persistence, although the direction of the effect is not clear. Mothers' general beliefs about the importance of having children solve schoolwork problems on their own seems to relate positively to girls' ALBs. Mothers' belief in the importance of independent problem solving was associated with increases in the frequency of help-seeking behaviors among boys. (RH)

ED 318 589 RC 017 493

Kobberdahl, Wayne, Comp.
Mid-America and Its Future: 1989. Proceedings of a Four-State Economic Development Conference (13th, Shenandoah, Iowa, April 18, 1989).
SPONS. AGENCY- North Central Regional Center for Rural Development, Ames, Iowa.
PUB DATE- 18 Apr 89
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Community Development; Developmental Programs; *Economic Development; *Entrepreneurship; Leadership Training; Rural Areas; *Rural Development; Small Businesses; Tourism; Waste Disposal; Water Quality
IDENTIFIERS- Cooperative Extension Service; Iowa; Kansas; Missouri; Nebraska; *Small Towns
This volume contains summaries of presentations and excerpts from workshops at a conference organized by the Cooperative Extension Services of Iowa, Kansas, Nebraska, and Missouri. The conference brought together community officials and leaders from the four-state area to share experiences and gain new ideas about community development. Topics included: (1) the history of rural development since the establishment of the Cooperative Extension Service system in 1914; (2) a profile of the "futurist"--a person with the attitudes needed to properly plan for the future; (3) community development through the social action process; (4) water quality, risk assessment, and groundwater protection; (5) community revitalization and successful tourism projects in Hamilton, Missouri, Brownsville, Nebraska, Westmoreland, Kansas, Knox County, Nebraska, and Denver, Missouri; (6) Tomorrow's Leaders Today--leadership training in clusters of rural Iowa communities; (7) solid waste management and education in rural communities, toxic waste cleanup, and development of landfill regulations; (8) development of a small-scale venture capital fund; (9) starting home-grown businesses in small towns; and (10) preschool, child care, and adult day-care programs in nursing home facilities. (SV)

ED 318 699 SP 032 194

Buttery, Thomas J.; And Others
First Annual Survey of Critical Issues in Teacher Education.
Association of Teacher Educators, Reston, Va.
PUB DATE- Feb 90
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Admission Criteria; Higher Education; *Institutional Mission; Mentors; Multicultural Education; *Opinions; *Preservice Teacher Education; Student Evaluation; Teacher Attitudes; Teacher Certification; *Teacher Educators

Respondents to this survey of critical issues in teacher education were primarily university faculty and administrators, although the population included a representation of educators in precollegiate schools. The five highest rated issues were: (1) teacher education programs must include mentoring beginners during their first year of practice; (2) teacher education will not improve until the conditions of practice in schools are improved; (3) preparing teachers for multiethnic, multicultural settings is being accomplished in current programs of teacher education; (4) admission to programs of teacher education should require an evaluation of students; and (5) entry and exit criteria are of critical importance. Tables display an index of agreement-disagreement with critical issues in teacher education, and differences in perception among groups of educators. (JD)

ED 318 761 TM 014 808

Hand, Carol A.; Prather, James E.
Investigating High School Effectiveness Using College Performance: An Analysis of Residuals.
PUB DATE- Apr 90
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Academic Aptitude; *College Freshmen; Educational Quality; Effective Schools Research; Grade Point Average; Higher Education; High School Graduates; High Schools; *Performance Factors; Predictive Measurement; *Predictor Variables; Regression (Statistics); *School Effectiveness; School Role
IDENTIFIERS- Scholastic Aptitude Test
The purpose of this study was to relate college-level or univeristy-level student performance to high school effectiveness, which was measured in terms of the college performance of a high school's graduates, after controlling for students' academic aptitude. Unusually effective schools were identified by examining the residuals of a multiple regression analysis. It was hypothesized that certain schools would be unusually effective, in that graduates would have higher grade point averages (GPAs) than would be expected given their academic aptitude as measured by the Scholastic Aptitude Test (SAT) and by their socioeconomic environment. The analysis was conducted using 111,703 freshmen in a large univesity system from 301 high schools and 162 school systems. Multiple regression equations predicting college GPA were developed for each institution by gender and minority status. Independent variables included: SAT scores; the proportions of free and reduced lunches at each high school; and college experience as measured by credit hours attempted and earned. There was a clear tendency for rural schools to nurture graduates who achieved higher GPAs than SAT scores or socioeconomic status would predict. Urban schools were more likely to produce students of lower achievement than predicted. The method appears promising for extending assessment perspectives beyond internal college or university concerns. (SLD)

ED 318 775 TM 014 863

Green, Kathy E.
Differences between Teachers and Students in Opinions about Testing and Test Use.
PUB DATE- Apr 90
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *College Seniors; College Sophomores; Comparative Analysis; Educational Assessment; Higher Education; *Professors; *Standardized Tests; *Student Attitudes; *Teacher Attitudes; Teacher Education; Teacher Made Tests; *Test Use
IDENTIFIERS- Student Surveys; Teacher Surveys
Studies of teacher use of tests suggest that classroom tests are widely used and standardized test results are rarely used. Previous comparisons of preservice and inservice teachers' attitudes toward assessment suggest few differences. Differences in opinions about the use of classroom and standardized tests were assessed via surveys of three groups: 84 college sophomores beginning a teacher education program; 152 college seniors completing a teacher education program, but without student teaching experience; and 553 inservice teachers in a western state. Significant differences in opinions were found, with inservice teachers having more favorable attitudes than teacher education students toward classroom testing and less favorable attitudes toward standardized testing. This difference may reflect current realities of test use in teachers' and students' lives. Two data tables and a 25-item list of references are included. (SLD)

ED 318 803 TM 014 937

Linacre, John M.
Modelling Rating Scales.
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Factor Analysis; *Item Response Theory; Likert Scales; Mathematical Models; *Rating Scales; Test Construction
IDENTIFIERS- Rasch Model

Determination of the intentions of the test developer is fundamental to the choice of the analytical model for a rating scale. For confirmatory analysis, the developer's intentions inform the choice of the general form of the model, representing the manner in which the respondent interacts with the scale; these intentions also inform the choice of the precise statement of that form, representing the intention of the analyst to construct, for example, an "equal-interval" scale. The nature of the Likert rating scale is discussed. Examples of general forms and precise statements are given. Forms of the measurement model discussed include the dichotomous case, the Andrich model for holistic scales, the Glas model for incremental scales, and the McCullagh model for incidental scales. Means of modeling and communicating the intentional form of the scale are outlined. Other issues addressed include incorporating the developer's intentions, anchoring the scale calibrations, and general structural concepts. A sample design problem is presented. Two tables and 16 figures are included. (TJH)

ED 318 450 IR 014 361

1987-88 Statewide Computer Survey Report.
South Carolina Educational Television Network Columbia.; South Carolina State Dept. of Education, Columbia. Office of Instructional Technology.
PUB DATE- Jan 89
NOTE- 101p.; For the 1985-86 report, see ED 281 527.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Computer Literacy; *Computer Software; *Computer Uses in Education; *Courseware; Educational Trends; Elementary Secondary Education; Expenditures; Facility Inventory; *Microcomputers; Public Schools; Questionnaires; *School Administration; *School Districts; State Surveys; Tables (Data)
IDENTIFIERS- *South Carolina

This fifth annual survey of computers and their use in South Carolina schools covers the 1978-88 school years. A questionnaire inventoried computer equipment and software, and dealt with such issues as instructional and administrative uses of computers, and availability of funding. The forms were distributed to all South Carolina public school (grades K-12) principals and district superintendents. Completed forms were received from 1,075 schools (97%) and 92 districts (100%). Highlights of the findings for schools include: (1) 97% of the public schools had computers for either instructional or administrative use; (2) 51% of the faculty members were rated as computer literate; and (3) the rate of change in the number of computers has slowed in the past two years. Major findings for districts indicate that all district offices have computers; Apple microcomputers are the most commonly used (39%); the total rate of change was 180% in 1985, 83% in 1986, and 61% in 1987; and 3.8% of all printers were laser printers. Detailed survey findings are presented in tables, charts, and graphs, together with brief descriptions of computer applications in individual schools and school districts. Brief reviews of eight special large scale computer projects conclude the report. (SD)

ED 318 480 IR 053 136

Estes, Bettie, Ed.
Stacks of Ideas. Activities for the Library Media Center and Classroom, K-8.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- 89
NOTE- 352p.; For the 1988 edition, see ED 305 075.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cooperative Planning; *Course Integrated Library Instruction; Curriculum Guides; Elementary Education; *Elementary School Teachers; Information Needs; Learning Resources Centers; *Library Skills; *Media Specialists; School Libraries; Teaching Methods; Units of Study

The 26 instructional units featured in this guide are designed to encourage cooperative planning between the library media specialist and classroom teachers in the development of programs that will teach students to locate information by integrating research skills into regular classroom units of instruction. At least one teaching unit with learner outcomes has been included in each content area, with an indication of the particular grade level at which that unit should be emphasized. It is noted that these units can be adapted to other grade levels or to different methods of instruction. Some units related to pure enjoyment and pleasure in reading are also included. Most of the units are applicable to more than one grade level with approximately half of them aimed at kindergarten through third grade and the rest at fourth through seventh grades. Information provided for individual units includes some or all of the following: suggested curriculum applications; a goal; the responsibilities of the teacher and the media specialist; learner outcomes; learning activities and suggestions; a list of resources needed, including arts and crafts materials; a bibliography; and patterns and instructions for various projects. (SD)

ED 318 559 PS 018 742

Mei, Dolores M.; And Others

Infant/Toddler Care Program. Staff and Student Characteristics and Perceptions of the Program 1987-88. Evaluation Section Report.
New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.
PUB DATE- Apr 90
NOTE- 36p.; For a related document, see PS 018 743.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Early Parenthood; *High Risk Students; High Schools; Interviews; Mothers; Pregnancy; Program Effectiveness; Program Evaluation; Program Improvement; School Surveys; *Student Attitudes; *Student Characteristics; Student Improvement; *Teacher Attitudes; Teacher Characteristics; Urban Schools
IDENTIFIERS- *Infant Toddler Care Program; *New York City Board of Education
This evaluation of the New York Public High Schools' Infant/Toddler Care Program (ITCP) delineates staff and student characteristics and perceptions of the program. In 1987-88, the ITCP program, which has a dual focus of supplying early childhood and secondary education, provided 526 teenage parents at 20 public high schools with comprehensive services designed to help them complete high school. Data on the early childhood and secondary education services was collected through interviews with a sample of 64 student participants, and surveys and interviews of staff. Emphasis was given to ascertaining the staff's education and related work experience; staff perceptions of program strengths and weaknesses; student attitudes toward the program, and student perceptions of program benefits, strengths, and weaknesses. Findings indicated that student and staff perceptions of ITCP goals coincided to a great degree. Interview data showed that over half the students felt that participating in the program gave them a greater sense of the realities of parenting. Many students said their grades had improved since they entered the program. More than 90 percent of the staff rated the program as moderately to highly successful in improving student progress and providing child care services. The program was less successful in improving student parenting skills and preparing students for life after high school. A list of recommended readings is appended. (RH)

ED 318 603 RC 017 511

Miller, Lenore

Using the Outdoors to Enrich Learning. Centering On...
New York City Teacher Centers Consortium, NY.
PUB DATE- 86
NOTE- 56p.
AVAILABLE FROM- New York City Teacher Centers Consortium, 260 Park Avenue South, New York, NY 10010.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Enrichment Activities; *Experiential Learning; Field Studies; Interdisciplinary Approach; Junior High Schools; *Learning Activities; Naturalistic Observation; *Outdoor Education; Science Activities

Every school, no matter how urbanized, has an outdoor locale that can be used to expand and enrich classroom learning. It may be the school yard, the surrounding grounds, or the managed and landscaped lawns or garden. Or perhaps a park or overgrown vacant lot is within walking distance. This guide will help elementary and junior high school teachers make effective use of any available outdoor site. The presentation is divided into the months of the school year, with suggestions about observations of the seasonal changes in time, weather, plants and animal life. The guide suggests that collecting should be done in very limited quantities to instill in students respect for all living things left in their own environment. The general recommendation is that nature study be used as an experience of discovery and sharing, in which family and volunteers can also take part. Some projects develop through the school year, whereas others are specific to a single month. There are suggestions about use of natural materials for food, art and decoration, science studies, history discussion, and mathematical calculation. The document contains 16 references. (DHP)

ED 318 622 SE 051 369

Fourth Report to the Congress of the Committee on Equal Opportunities in Science and Engineering.
National Science Foundation, Washington, DC. Committee on Equal Opportunities in Science and Engineering.
PUB DATE- Apr 89
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- College Science; *Disabilities; *Engineering; Engineering Education; *Equal Education; *Equal Opportunities (Jobs); *Females; Government Role; Higher Education; *Minority Groups; *Science Curriculum; Science Education; Secondary Education; Secondary School Science

This is the fourth report to the Congress of this committee; formerly known as the Committee on Equal Opportunities in Science and Technology. This report summarizes work accomplished since the April, 1986 report. The report contains recommendations for action to ensure the continued and expanded participation of women, minorities and the handicapped in science and engineering fields. Emphasis is placed on a comprehensive approach to the participation of underrepresented minorities, on specific intervention strategies for girls and women at key points along the educational pipeline, and on accessibility for persons with disabilities to scientific meetings. It is suggested that existing programs that have been demonstrated to work through replication or expansion of exemplary projects be encouraged. Areas to be explored by the Committee in the near future are identified. This document includes an executive summary with recommendations, discussions of the national context and the status of equal opportunity in the United States, and subcommittee reports. (CW)

ED 318 637 SE 051 391

Dockweiler, Clarence J.
Using the Explorer Calculator in Mathematics Education in Grades Three through Six.
SPONS. AGENCY- College Station Independent School District, TX.
PUB DATE- Nov 89
NOTE- 19p.; Report prepared for the College Station Independent School District.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Calculators; *Computation; Elementary Education; *Elementary School Mathematics; Mathematical Concepts; *Mathematics Achievement; Mathematics Materials; *Mathematics Skills; Mathematics Tests; Problem Solving
This study was designed to investigate whether the implementation and integration of the use of the Explorer Calculator into the curriculum influenced students in grades three through six. The sample consisted of approximately 440 students who were assigned to the treatment group or the control group. Achievement scores from the Iowa Test of Basic Skills (ITBS) and Mathematics Measurement Instrument were used as pre- and post-test data. Tables are presented showing the pre- and post-test means by grades and groups in mathematics areas, such as overall achievement, computation skills, concept development, and problem solving abilities. Data from both tests showed consistent improvement for the two groups. The students receiving the calculator treatment performed as well as the non-calculator group on these measures. After discussing some limitations of this research design, four recommendations were made based on the results. (YP)

ED 318 651 SO 020 549

Fine, Jim
Mobilizing Community Groups for Law-Related Education. Technical Assistance Bulletin No. 3.
American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Law-Related Education.; Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 87
NOTE- 6p.
GRANT- 85-JS-CX-0003; G00874520
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Citizenship Education; *Community Resources; *Cooperative Programs; Educational Cooperation; Elementary Secondary Education; *Human Resources; Information Sources; *Law Related Education; *School Business Relationship; *School Community Programs; School Community Relationship; Social Sciences
IDENTIFIERS- American Bar Association

There are others in the community besides lawyers and police officers who can serve as useful resource persons in law-related education (LRE). Business people, representatives of civic groups, and others can offer students interesting perspectives on the law. School partnerships with civic and community groups can result in several desirable outcomes: (1) students will become aware of the many civic and professional roles crucial to the vitality of the community; (2) students will become aware of career opportunities; (3) students will interact with adults outside of the school and home; and (4) the quality of the future workforce and attitudes about the community will improve. A number of successful community school partnerships are presented. The first section shows how the business community is involved in LRE in Los Angeles, California, through one program called Business Issues in the Classroom and another called Youth Community Service. The next section looks at some cities where LRE teachers and the local media have worked together to help students develop a new appreciation of the media and its role in current events. Other organizations and groups one might want to involve in LRE are the American Lawyers Auxiliary, people and businesses in the sports world, commercial artists and publishers, public utility companies, and civic groups. Examples are given from each of these sources. (JB)

ED 318 667 SO 020 781

Teaching with Documents: Using Primary Sources from the National Archives.
National Archives and Records Administration, Washington, DC.; National Council for the Social Studies, Washington, D.C.
REPORT NO.- ISBN-0-911333-79-7
PUB DATE- 89
NOTE- 258p.; Some illustrations may not reproduce clearly.
AVAILABLE FROM- National Archives, NEP, 7th and Pennsylvania Ave., NW, Washington, DC 20408 ($15.00, 20% discount on 10 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Enrichment; Historiography; *History Instruction; *Primary Sources; *Resource Units; Teaching Guides; *United States History; Units of Study
IDENTIFIERS- *National Archives
Primary sources can be very important in the teaching of history, as they expose students to historical concepts in ways that books and articles cannot. Primary sources, such as historical documents, capture the interest of students and personalize and humanize history for the student. Use of such sources also helps the students develop important analytical skills, and gives them an opportunity to participate in the process of history. A collection of 52 articles, each highlighting a National Archives document and providing practical suggestions for classroom use, is presented in this book. The articles originally appeared in "Social Education," a journal published by the National Council for the Social Studies. Essays are intended to aid teachers in the use of primary documents to enhance their curriculum. Dating from the 1780s to the 1970s, the documents include letters, photographs, posters, reports, telegrams, and maps. (AS)

ED 318 747 TM 014 701

DeMauro, Gerald E.
Effects of Representation of Gender Groups in the Examinee Population on the Mantel-Haenszel Procedure.
PUB DATE- 12 Apr 90
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Difficulty Level; Higher Education; *Item Bias; Ratios (Mathematics); *Sampling; *Sex Differences; *Test Items
IDENTIFIERS- *Mantel Haenszel Procedure
Recent comparisons (R. Freedle and I. Kostin, 1988) of differential item difficulty (DIF) have found that items that are in some way easier differentially give advantage to white examinees. In this study, the male/female ratio was manipulated among college students taking a social sciences examination to determine the effect of the male/female ratio on the relationship between item difficulty and the male/female DIF. A total of 1,009 students comprised the male sample; the female sample included 827 students. Mantel-Haenszel delta values and associated standard error values were computed for the first 251 and 110 females in the test file as well as for the total group of females. The relationship between item difficulty and the male/female DIF appears to be very complex. Some easier items were differentially difficult for males, and others were differentially difficult for females. Larger male/female sample ratios were associated with a decrease in item difficulty among items that disadvantage women. It is cautioned that the Mantel-Haenszel statistics, although affected by the examinee variables of this study, are nonetheless sensitive to real performance differences among populations, and that care must be taken to ensure that the samples on which they are based accurately represent the examinee population. Six tables and one graph present study results. (Author/SLD)

ED 318 789 TM 014 904

Anderson, Paul S.; Schoner, James S.
Testing--1,2,...523,...641,...999--Testing: The MDT Multi-Digit Technique Applied to Science Education.
PUB DATE- 87
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Answer Sheets; Biology; *Computer Assisted Testing; Educational Technology; Higher Education; *Science Education; *Scoring; Test Construction; *Test Format; Test Items; Test Scoring Machines
IDENTIFIERS- *Multi Digit Technique; *Multi Digit Tests
The MDT multi-digit technique, a development in testing technology, is described; and its application to science classrooms is discussed. Some actual materials for use in a cell biology class are included. The primary characteristic of an MDT multi-digit test is a long list of possible responses, with each term marked with a three-digit number that can be marked on the response grid or on a computer-scored sheet. Up to 1,000 alternative answers may appear on a single sheet. A single list can often be sufficient for an entire course because it is the "answer blank" for thousands of questions. The MDT method has been used in university courses with over 6,000 students in a number of disciplines. More than half the students found the method as desirable as or more desirable than other testing methods. A sample test for cell biology is provided, and instructions are given for making an answer key for hand scoring. A software system for machine-scoring has recently become available, and software under development will address issues of higher order thinking more fully. The MDT method has considerable potential for analysis, feedback, academic rigor in testing, and time savings for teachers. Two figures illustrate test application. (SLD)

ED 318 830 UD 027 424

Opuni, A. Kwame; And Others
The REACH-6 Project: Improving Instructional Quality in Low Performing Houston ISD Elementary Schools.
Houston Independent School District, TX. Dept. of Research and Evaluation.
PUB DATE- 90
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Educationally Disadvantaged; *Elementary Education; Enrichment Activities; Grade 3; Grade 4; Grade 5; Inservice Teacher Education; *Instructional Improvement; Parent Participation; Program Effectiveness; Scores; Self Esteem; *Standardized Tests; *Student Attitudes; *Student Improvement; Teaching Methods; Urban Education
IDENTIFIERS- *Houston Independent School District TX
The REACH-6 program was a concerted effort by the Houston (Texas) school district to revamp the instructional quality in six of its elementary schools, with the primary purpose of improving the schools' student academic performance. This report describes the academic performance of the students in the REACH-6 program on the TEAMS and MAT-6 tests between 1986 and 1989. Several instructional activities, resources, and educational opportunities were offered to schools in order to facilitate the following improvements: (1) the development of effective building level leadership; (2) the use of effective teaching strategies; (3) the infusion of high expectations into the schools; (4) the improvement of student motivation to learn; and (5) the enhancement of parental involvement in school activities. The findings for each school are discussed separately; and each grade cohort, from third through fifth, is also discussed separately. The following evaluation points are addressed in this report: (1) the percentages of students passing the TEAMS each year; (2) the changes in the percent of students passing the TEAMS each year; (3) statistically significant differences between 1986-87 and 1988-89 TEAMS passing rates; and (4) the mean grade equivalent scores of the students each year. Overall, the findings indicate that the program was instrumental in improving the performance of students in the program schools. Generally, it seems that the grade that had the largest gains from the program was the third grade cohort. Twelve figures and 12 tables are included. (JS)

ED 318 466 IR 014 446

Rosen, Larry D.
A Model Program for Computerphobia Reduction.
California State Univ., Dominguez Hills.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 88
NOTE- 26p.; For related reports, see IR 014 447-448.
GRANT- G008541203
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Anxiety; *Attitude Change; Attitude Measures; Comparative Analysis; *Desensitization; Higher Education; *Microcomputers; Program Evaluation; Questionnaires
IDENTIFIERS- *Computer Anxiety

A 3-year project was undertaken to develop, implement, and evaluate a program to reduce computerphobic reactions among postsecondary education students. The Model Computerphobia Reduction Program was designed to screen potential computerphobic students in their computer courses at the beginning of a semester and invite them to participate in brief skills-acquisition modules (treatment programs). After screening over 1,600 students, nearly 200 students, faculty, and staff of California State University, Dominquez Hills, volunteered for the program. The many others who needed the program, but chose not to participate, were used as a comparison group. Extensive short- and long-term evaluation, which used measurement scales and qustionnaires completed before and after the program and 6 months later, demonstrated strong, positive results. Highlights of the results include: (1) a 92% completion rate; (2) strong measurable objective and subjective gains; and (3) maintenance of gains over 6 months. Two comparison studies revealed markedly reduced anxiety, enhanced attitudes and cognitive abilities, and drastically reduced course dropout rate and improved course grades. (GL)

ED 318 519 JC 900 244

Instructional Program Manual for Maryland Community Colleges.
Maryland State Board for Community Colleges, Annapolis.
PUB DATE- 1 Mar 90
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Colleges; *Curriculum Development; *Program Development; Program Evaluation; Program Guides; *Program Proposals; Program Termination; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Maryland

This fifth edition of the Maryland Community Colleges Instructional Program Manual was designed to be used in the development, submission, review, and approval of all new instructional programs in the Maryland community colleges. The first section provides a timetable for program proposals and program evaluations. The next sections contain instructions related to instructional program proposals; revisions, options, and transfer patterns; and changes in title for existing programs. The fifth section describes a directed technology certificate proposal, while the sixth outlines steps in inactivating and discontinuing instructional programs. The seventh section provides an overview of statewide designation of programs. The final section focuses on the Maryland Community College Program Evaluation System. A series of appendixes are attached which provide the following forms: instructional program proposal form; Maryland Vocational-Technical Education proposal transmittal forms; a directed technology certificate program proposal form; a request for program discontinuance form; a proposal for statewide designation form; and a projected programs form. In addition, a market analysis survey, a breakdown of the distribution for statewide instructional program funds, a guide for users of the program data monitoring system printout, and the minimum requirements for associate degree-granting institutions are provided. (JMC)

ED 318 545 PS 018 716

New Jersey Employers and Childcare: Through the 1990's Together
Materials Related to a Conference (October 16, 1989).
New Jersey Task Force on Employer Supported Child Care, Princeton.
PUB DATE- 16 Oct 89
NOTE- 60p.; For a related document, see PS 018 715.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Annotated Bibliographies; *Child Advocacy; *Cost Effectiveness; Early Childhood Education; *Employer Supported Day Care; Policy Formation; Program Descriptions; *Program Development; Resource Materials; *State Programs; Statewide Planning; Workshops
IDENTIFIERS- *Business Role; *New Jersey

On October 16, 1989, a statewide conference was held in New Jersey to assist in increasing the supply of employer supported, affordable, high quality child care in the state through a working partnership with the public, private, voluntary, and business sectors of the community. One of the conference objectives was to provide employers with information indicating the need for and benefits of providing child care assistance to their employees. Other objectives were to develop blueprints for employer action, highlighting existing experience with different options available to novice and more experienced employers, and to establish a forum to present and network resources of the New Jersey Task Force on Employer Supported Child Care. Substantive materials in this conference report include: (1) a brochure, "Child Care: A Challenge to New Jersey Employers"; (2) very brief summaries of 11 workshops;

(3) information resources for employers, including statistics on child care in the state, information guides on current options and trends in employer-supported child care, and examples of employer involvement in child care assistance; (4) a selected bibliography on employer-supported child care with 14 annotated citations; (5) general information on family day care, school-age child care, and guidelines for parents on speaking with employers about child care assistance; and (6) articles discussing benefits accruing to businesses that provide child care services. (RH)

ED 318 684 SO 020 839

Favini, Robert, Comp.; Hayes, Sherman, Comp.
Keeping History Alive: Fund Raising for Nonprofits: A Bibliography.
Bentley Coll., Waltham, MA.
PUB DATE- 90
NOTE- 21p.; Prepared for Funding Preservation Grantsmanship for Non Profits Workshop, co-sponsored by the New England Heritage Center of Bentley College and Hisoric Massachusetts, Inc. (Waltham, MA, March 3, 1990). Printed on colored stock.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Capital; Donors; Financial Support; *Fund Raising; *Guides; *History; Museums; *Nonprofit Organizations
The literature presented in this bibliography emphasizes practical techniques. Words such as "guide," "handbook," "collections," "tips," "strategies," "techniques," "writing," and "fund-raising," are common in the titles. Eleven citations are listed under the subject heading "annual giving," 17 under "capital campaigns," 34 under "corporate philanthropy," 11 under "evaluation," 58 under "general resources," 36 under "grantsmanship and foundation fundraising," 16 under "identifying and involving prospects and donors," 20 under "planned giving," 25 under "public relations and marketing," and 14 under "specialized journals." Thirty additional resources are listed in a funding information directory. (JB)

ED 318 700 SP 032 195

Sherritt, Caroline A.
Multicultural Teacher Preparation--A Study of Teacher Migration Patterns and Certification Requirements.
PUB DATE- Dec 89
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Enrollment Trends; Ethnicity; *Faculty Mobility; *Migration Patterns; Minority Groups; *Multicultural Education; Population Distribution; *State Standards; *Teacher Certification; *Teacher Qualifications
This paper examines results of a two-part national study on teacher migration and multicultural certification requirements. A survey of states with less than 10 percent minorities revealed that many teachers who find employment in states with high population densities and large numbers of minorities were trained in states with low population densities and few minorities. For example, many teachers from states with few minorities, such as New Hampshire, Idaho, and Maine, find employment in states such as Florida, Texas, California, and New York which have high minority populations. It was also discovered that states with few minorities are more inclined than states with large minority populations to require multicultural credentials for certification. Efforts to enhance multicultural skills among teachers are desultory, lacking in pattern and leadership. However, evidence implies that institutional and discipline based initiatives are developing in the wake of growing numbers of culturally diverse students. (JD)

ED 318 717 SP 032 259

Leith, Larry M.
Coaches Guide to Sport Administration.
REPORT NO.- ISBN-0-88011-379-0
PUB DATE- 90
NOTE- 85p.
AVAILABLE FROM- Leisure Press, Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61825-5076 ($16.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrative Organization; *Administrator Responsibility; *Athletic Coaches; *Budgeting; Competition; *Decision Making; Fund Raising; *Planning
This guide for athletic coaches offers a practical approach to the administrative functions of organizing, planning, leading, and controlling. Included are chapters on coaching administration, fund raising, organizing competitions, and designing effective budgets and controls. The guide addresses the following topics: (1) the categories of essential administrative skills for coaches, (2) the underlying processes of administration, (3) the goals of and steps to successful planning, (4) leadership skills and the importance of being a motivator, (5) the six steps in the decision-making process, and (6) a zero-based budget format that will help coaches justify and prioritize budget requests. (JD)

ED 318 733 SP 032 363

Cole, Ardra L.
Teachers' Experienced Knowledge: A Continuing Study.
PUB DATE- 90
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 17-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attitude Change; *Beginning Teachers; Elementary Secondary Education; Foreign Countries; *Individual Development; Knowledge Level; Personal Narratives; *Preservice Teacher Education; Professional Development; Self Evaluation (Individuals); *Teacher Attitudes; *Teaching Experience; Teaching Skills
For the past three years a small group of teachers has been followed, first through their 1-year preservice teacher education program and then throughout their first two years of full-time teaching, in an attempt to gain insight into their development. In this paper reference is made to the stories of two of these teachers, to consider the following questions: (1) How do teachers' conceptions and perspectives change and grow through experience? (2) What factors do they see as enabling and constraining their development? and (3) How do they respond to these perceived encouragements and constraints? The document focuses on the professional context and examines the development of teachers' experienced knowledge within that context. It describes the personal conceptions and perspectives with which each teacher entered the profession and shows how his/her perceptions have changed and developed over the first two years of teaching. The document describes the professional context in which they have been situated as full-time teachers and consider how their experiences within those contexts have influenced their development over the three-year period. Finally, the document reflects on some of the theoretical implications of this research as it relates to the understanding and development of teachers' experienced knowledge,

and on some of the practical implications as it relates to the professional development of beginning teachers. (Author/JD)

ED 318 817 UD 027 389

Krasnow, Jean
Building Parent-Teacher Partnerships. Prospects from the Perspective of the Schools Reaching Out Project.
Institute for Responsive Education, Boston, Mass.
SPONS. AGENCY- Boston Globe Foundation, MA.; J.M. Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Leon Lowenstein Foundation, New York, NY.
PUB DATE- Jan 90
NOTE- 66p.; Also sponsored by the Aaron Diamond Foundation.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; *Demonstration Programs; *Educational Improvement; Elementary Education; *Family School Relationship; Low Income Groups; *Parent Participation; Program Descriptions; *School Community Relationship; *Urban Schools
IDENTIFIERS- *Collaboratives

The Schools Reaching Out project attempts to demonstrate that urban public schools can improve their students' academic and social success by fundamentally changing their relationship with low-income parents and their communities. The project began in 1988 with two elementary schools in Boston and New York serving as laboratory schools. The following themes form the basis of the program: (1) a blend of good theory and practice can help schools improve; (2) school reform requires changes in teachers, administrators, families, communities, and social service agencies; (3) all children can learn and achieve social and academic success through collaborative effort; (4) efforts to improve families and teachers should build on their strengths; and (5) organizational change in schools is best seen as a slow, developmental collaborative process by all individuals involved. The following challenges to program implementation are discussed: (1) the structure and time constraints in schools make collaborative inquiry, reflection, and participatory planning difficult to achieve; (2) isolation of teachers from other teachers, teachers from administrators, and teachers and administrators from families and other parts of the community are "school traditions" and "mind sets" that are difficult to overcome; (3) urban families face multiple economic and social problems; (4) many urban families fear schools and educators and resist efforts to have them conform to many of the traditional forms of parent involvement; and (5) many educators and parents do not see the connection between school-family-community collaboration and improving academic and social success. A list of 115 references is appended. (FMW)

ED 318 493 JC 900 186

Mellander, Gustavo A.; Prochaska, Fred
Accessing Resources through Consortium Arrangements.
West Valley-Mission Community Coll. District, Saratoga, CA.
PUB DATE- 90
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); Community Colleges; *Consortia; Economic Development; *Financial Support; *Intercollegiate Cooperation; School Business Relationship; Shared Resources and Services; Student Recruitment; Two Year Colleges
In an effort to pool resources and funds, West Valley-Mission Community College District (WVMCCD) has found the consortia approach to developing new programs and services to be extremely efficient and effective. Employer-based training programs, drug abuse education, articulation agreements, apprenticeship programs, and economic development programs are a few of the types of activities which have been successfully accomplished through consortia efforts at WVMCCD. These partnership programs encourage the pooling of facilities, employees, and other resources, and can significantly reduce duplication of effort. In addition, in almost all cases, a consortium proposal has a superior chance to receive

funding in a competitive situation. Drawing from the past experiences of WVMCCD, this paper offers guidelines for other colleges interested in becoming consortium partners. The sections of the paper cover: (1) the advantages of consortia arrangements in the development and implementation of programs; (2) strategies for organizing consortium arrangements; (3) sources of funding for consortium projects; (4) examples of successful consortium projects; (5) suggestions for consortium organizers; and (6) concluding tips to help consortium partners keep their pooled efforts on track. Appendixes (the bulk of the document) include the memorandum of agreement for GAIN (Greater Avenues to Independence) Consortium, the Intel Corporation/Mission College Cooperative employer-based training project application, an example of a contract education program, and an articulation arrangement. (VVC)

ED 318 506 JC 900 223

Spanbauer, Stanley J.
Measuring and Costing Quality in Education: Using Quality and Productivity Methods To Improve Schools.
Fox Valley Technical Coll., Appleton, WI.
PUB DATE- 89
NOTE- 102p.
AVAILABLE FROM- FVTC Bookstore, Fox Valley Technical College, 1825 N. Bluemound Dr., P.O. Box 2277, Appleton, WI 54913-2277 ($12.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Planning; Community Colleges; *Cost Effectiveness; Cost Estimates; Educational Improvement; *Educational Quality; Models; Organizational Objectives; Program Costs; Program Descriptions; Two Year Colleges
The Measurement and Costing Model (MCM) described in this book was developed and tested at Fox Valley Technical College (FVTC), Wisconsin, to enhance the college's quality improvement process and to serve as a guide to other institutions interested in improving their quality. The book presents a description of the model and outlines seven steps other schools can use to implement the MCM. The seven steps are as follows: (1) determine the key elements of educational quality; (2) establish criteria or "conforming requirements" for measuring quality in each area; (3) decide on measurement strategies; (4) implement measurement techniques; (5) design a costing system; (6) calculate the costs of quality; and (7) set goals. Appendixes contain charts for each of six quality elements, including information on conforming requirements, measurement strategies, and the cost of nonconformance. The six quality elements are human resources, curriculum and instruction, planning, marketing, use of technology, and customer service. In addition, 1987-88 costs of conformance and nonconformance are detailed. (WJT)

ED 318 576 PS 018 764

Cronin, Carol; Hartman, Rebecca
The Corporate Perspective on Maternal & Child Health.
Washington Business Group on Health, Washington, DC.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Bureau of Maternal and Child Health and Resources Development.
PUB DATE- Dec 89
NOTE- 68p.
AVAILABLE FROM- Washington Business Group on Health, Attn: Publications, 229 1/2 Pennsylvania Avenue, S.E., Washington, DC 20003 ($25.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Business Responsibility; *Child Health; Day Care; Demography; *Employed Parents; Fringe Benefits; Medical Services; *Private Sector; Program Descriptions; Social Problems; Sociocultural Patterns; Special Health Problems; *Work Environment
IDENTIFIERS- Corporations; *Maternal Health; *Prenatal Care; Public Private Relationship

This report considers the National Commission to Prevent Infant Mortality's recommendations for ways for the private sector to become more involved in promoting maternal and child health. The first chapter presents demographic data on changes affecting the workforce, including statistics on women in the workforce, changing family lifestyles, national infant mortality rates, and teenage pregnancy. Chapter two provides an overview of the costs and insurance coverage involved with maternity benefits. The role of corporate maternity benefits is discussed. Chapter three, which focuses on the health of children up to 5 years of age, presents demographic information related to the use of health care, insurance coverage, immunizations, and well child care. Special health concerns of children under 5 include injuries, lead poisoning, child abuse, AIDS, mental health, and chronic illness. The final chapter of the report addresses such concerns of working parents as flexible work arrangements and child care. Comments of participants in the 1989 Washington Business Group in Health's Health Resources and Services Administration Leadership Seminar on Maternal and Child Health have been inserted into the text when relevant. A list of resources for companies interested in additional information, the seminar agenda, and the list of participants are appended. (RH)

ED 318 776 TM 014 865

Webb, Lynn C.; And Others
Rater Stringency and Consistency in Performance Assessment.
PUB DATE- Apr 90
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990) and the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Allied Health Occupations; Evaluation Methods; *Evaluators; Higher Education; *Interrater Reliability; Least Squares Statistics; *Licensing Examinations (Professions); *Performance; Regression (Statistics); *Scoring; Test Bias
IDENTIFIERS- Oral Examinations; *Rater Reliability; *Rater Stringency Error
Two aspects of rater accuracy in performance assessment were analyzed: rater stringency/leniency, and rater consistency. Data were obtained from three administrations of an oral certification examination in a health profession. The examination consists of clinical cases in four content areas or subspecialities. A total of 364 candidates were examined by a total of 60 raters over the 3-year period (1987-89) of the study. In any 1 year, approximately 120 candidates are examined, each by 4 raters; each rater examined from 9 to 14 candidates. Candidates were given three scores by each rater; the scores are on a Likert-type rating scale ranging from 1 to 12. Rater bias was studied using an ordinary least squares approach. Rater consistency was studied by computing each rater's mean-squared deviation from the model. Rater bias could be easily corrected using a simple regression model. Rater inconsistency, when discovered, presented a more complex problem. Inconsistency may be best addressed during the rater training phase. Eight tables present study data. (SLD)

ED 318 804 TM 015 487

Kirst, Michael W.
Accountability: Implications for State and Local Policymakers. Policy Perspectives Series.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- IS-90-982
PUB DATE- Jul 90
NOTE- 70p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Educational Assessment; *Educational Policy; Educational Research; Elementary Secondary Education; *Government Role; *Local Government; Performance; *Policy Formation; School Districts; School Effectiveness; *State Government; State Programs

This paper presents research findings to help policymakers understand and select various options for holding schools accountable for their performance and to help them devise a multistrategy accountability system. However, it does not recommend one system over another, since a given accountability option must be compatible and adapted to particular State and local contexts. Education policy has advanced historically through incremental or trial-and-error stages ("disjointed incrementalism"), as exemplified in the area of accountability. The lessons policymakers can learn from more than a century of experience with accountability are reviewed; and failures and false starts, and promising practices are considered. Six broad approaches to accountability are discussed: (1) accountability through performance reporting; (2) accountability through monitoring and compliance with standards/regulations, (3) accountability through incentive systems; (4) accountability through reliance on the market; (5) accountability through changing the locus of authority or control of schools; and (6) accountability through changing professional roles. It is contended that State or local governments must use several of these approaches simultaneously. Since accountability is one of several strategies to improve/restructure education in the United States, policymakers should pay particular attention to analyses presented in this paper concerning potential conflicts between specific accountability systems and other reforms. Appendix A discusses issues of local accountability for California, Georgia, Pennsylvania, Minnesota, and Florida; and Appendix B describes the California Model School Accountability Report Card. (RLC)

ED 318 451 IR 014 362

Reference. Advisory List of Instructional Media.

North Carolina State Dept. of Public Education, Raleigh.
PUB DATE- Aug 88
NOTE- 15p.; For the 1980 list, see ED 191 428.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Annotated Bibliographies; Art; Communication Skills; *Dictionaries; Directories; Elementary Secondary Education; *Encyclopedias; Humanities; Library Materials; Resource Materials; Sciences; Social Studies; *Yearbooks
The reference books featured in this annotated bibliography were selected from those titles that publishers submitted to the North Carolina Department of Public Instruction for review. As such, it is not a comprehensive list of all reference titles in print. This guide organizes the 33 titles into major subject categories: (1) Arts Education--i.e., visual arts, music, and careers in art; (2) Communication Skills--i.e., dictionaries and language guides; (3) Guidance--i.e., how to select a college; (4) North Carolina; (5) Science--e.g., yearbooks, illustrated encyclopedias, and other sources about science; and (6) Social Studies--e.g., religion, the nuclear arms race, the U.S. political system, and atlases. Each entry presents basic bibliographic information as well as a recommended grade level which ranges from grades 4 to 12, with the majority targeted at junior and senior high school levels. The 50- to 350-word annotations describe unique characteristics of each of the books. A directory of publisher names and addresses is also provided. (SD)

ED 318 531 JC 900 264

Iton, Carmen; Sabiston, Judy
Comparison of Perceptions of "Preparedness" of John Abbott C.E.G.E.P. Nursing Graduates: Prior to Graduation and After.
John Abbott Coll., Sainte Anne de Bellevue (Quebec).
PUB DATE- 5 Jan 89
NOTE- 15p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Employment Experience; Followup Studies; Graduate Surveys; *Nurses; *Nursing Education; Outcomes of Education; *Participant Satisfaction; *Program Effectiveness; Program Evaluation; Student Attitudes; Two Year Colleges; Two Year College Students

A study of John Abbott College's nursing graduates was conducted to determine how well prepared for their professional responsibilities the graduates saw themselves just prior to graduation and later after working in the nursing field. A sample of 98 nursing students who graduated between 1986 and 1988 was surveyed, with 93% responding to the pre-graduation survey and 68% responding after working in the field. The pre-graduation questionnaire asked students to assess how well the program achieved its stated goals and objectives for student preparation and to rate each semester of the program in terms of difficulty. Open-ended questions solicited opinions on the program's strengths and weaknesses. The post-graduation questionnaire consisted of questions on demographics; nursing goals; perceptions of preparation to work as a beginning practitioner in pediatrics, obstetrics, psychiatry, medicine, and surgery; rating of tools, roles, and aspects of patient care management; and open-ended questions about program strengths and weaknesses. Questionnaire results identified only five areas for improvement: (1) fostering a desire to continue education in nursing throughout one's professional life; (2) fostering student-teacher collaboration in the learning process; (3) managing time effectively with regard to patient care; (4) meeting the demands of the average patient assignment; and (5) delegating tasks to auxiliary personnel. The main program strengths included nursing laboratory facilities and availability, professors' teaching skills, integration of classroom content and laboratory activities with clinical practice, and individual development. Overall, nursing graduates considered their preparation to be good to excellent in certain areas of the program, both before and after graduation. (WJT)

ED 318 560 PS 018 743

Mei, Dolores M.; And Others

Infant/Toddler Care Program. Administrative Structure Report, 1987-88.

New York City Board of Education, Brooklyn, NY. Office of Research, Evaluation, and Assessment.

PUB DATE- Apr 90
NOTE- 39p.; For a related document, see PS 018 742.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Attitudes; *Communication Problems; Early Parenthood; *High Risk Students; High Schools; Inservice Teacher Education; Interviews; Pregnancy; *Program Administration; Program Descriptions; Program Evaluation; School Surveys; Teacher Attitudes; *Teacher Supervision; Urban Schools
IDENTIFIERS- *Infant Toddler Care Program; *New York City Board of Education; Program Characteristics

An evaluation was made of the structure and adequacy of the administration of the Infant/Toddler Care Program (ITCP), a program that helps teenage parents in New York City complete their high school education. Infant and toddler care is one of the four program components. The ITCP provides both early childhood and secondary education and is administered for the New York City Board of Education by the Office of Alternative High Schools and Special Programs. Field supervisors provide early childhood education administrative services, while on-site administrators provide secondary education administrative services. Objectives of the evaluation were to determine the roles and types of on-site supervision at ITCP sites, the nature of field supervision of program staff, and the nature and sufficiency of the program's central staff. During spring and summer, 1988, survey and interview data were collected from program staff and administrators. All program staff were sent surveys, and interview data were collected from a representative staff sample. In addition, all central administrators, project coordinators, and six site supervisors were individually interviewed. Findings indicated that early childhood education paraprofessionals received the least communication and training. Recommendations for program improvement are offered. (RH)

ED 318 590 RC 017 494

Askov, Eunice N.
ABC Rural: A Report on Adult Literacy in Rural Pennsylvania.
SPONS. AGENCY- Center for Rural Pennsylvania, Harrisburg.
PUB DATE- 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Basic Skills; Illiteracy; Labor Force; *Literacy Education; Rural Areas; Rural Education; *Rural Population; Rural Urban Differences
IDENTIFIERS- *Pennsylvania

According to U.S. Census data, in rural Pennsylvania, 37% of adults did not complete higher school, and 21% did not go beyond 8th grade. As a consequence of present demographic and literacy trends, the proportion of the workforce with low levels of basic skills is growing. At the same time, a changing labor market is creating new jobs that demand higher skills and job performance from entry-level employees than in the past. Inadequate workforce literacy is expected to be a costly drain on businesses and industries in the future. A variety of federally legislated programs focus on the literacy problem. In addition, a state program funded by the Pennsylvania Adult Literacy Act of 1986 is aimed at adults with a 5th grade reading level or less. However, 25 of Pennsylvania's 41 nonmetropolitan counties offer no literacy programs under this act, perhaps due to a priority to serve minorities. The act also seems to favor funding to urban areas with their greater numbers of undereducated adults, while neglecting the greater proportion of undereducated adults in rural areas. Designers of literacy programs for rural areas must take into account the unique features and inherent disadvantages of rural areas: geographic isolation, lower population density, social and demographic composition, lack of organizations to provide programs, low self-esteem and motivation, the need to use existing rural networks to recruit students, and the need to incorporate distance education technologies. This report contains 21 references. (SV)

ED 318 604 RC 017 512

Howley, Craig B.
Economics and Education: Instrumentalism and the Dilemma of Learning in Rural Areas.
PUB DATE- 16 Nov 89
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cost Effectiveness; Economic Development; *Educational Objectives; Educational Theories; Entrepreneurship; *Humanism; Outcomes of Education; *Rural Development; *Rural Economics; *Rural Education; School Effectiveness; Social Theories; Vocational Education
IDENTIFIERS- Human Capital Theory; *Instrumentalism; Rural Culture
While most economists agree that educational attainment contributes to national economic performance, studies have not generally confirmed a similar conclusion with respect to rural areas. This paper examines the relationships between rural education and economics. The new aim of American education, restoration of national economic competitiveness, is based on human capital theory and promotes the instrumental view that wise investments in this resource will strengthen the economy. Available evidence, however, suggests that rural schools are expected to carry out this mission with meager financial support. Increased efficiency is hardly possible in a system already operating very efficiently. The paper explores a number of analyses of rural economics and the causes and conditions of rural poverty. It proposes that the macroeconomy requires the marginality of rural enterprises. The paper demonstrates that human capital theory cannot explain the economic plight of rural areas, vocationalism has not provided the promised economic development, and the technology of school improvement is problematic for rural schools. Two contemporary proposals are considered: entrepreneurship as the new vocationalism and the nurture of minds that construct meaning. The latter views rural education as a cultural act, preserving and extending culture, against education as an economic end. This paper contains 109 references. (DHP)

ED 318 623 SE 051 370

King, Bruce B.; Ahlquist, Roberta
Developing Generative Themes for the Teaching of Biology.
PUB DATE- 90
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Biological Sciences; Cognitive Development; *Critical Thinking; Middle Schools; Misconceptions; *Problem Solving; Qualitative Research; Science Education; *Science Instruction; *Science Teachers; Secondary Education; *Secondary School Science; Surveys; Teaching Methods
Critical pedagogy, an ideology which opposes education as domination, views knowledge and learning as constructed by the student and teacher together. Its goal is personal and social emancipation and empowerment. The purposes of this paper are to (1) indicate problems in science education which can be addressed by teaching science from a critical, popularized, emancipatory approach; (2) present the views of teachers at different stages in their pedagogical development in biology; and (3) suggest strategies for teachers to use. The document discusses commonly held beliefs about science, the Critical Pedagogy for Science, the development of generative themes in biology, the views of several teachers in the field, and four recommendations for teaching from a problem-posting, critical perspective. A teacher questionnaire is appended. (CW)

ED 318 638 SE 051 392

Westbrook, Susan L.; And Others
An Analysis of the Relationships of Formal Reasoning, Science Process Skills, Gender, and Instructional Treatment to Conceptual Shifts in Tenth Grade Biology Students.
PUB DATE- 90
NOTE- 25p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Biology; *Cognitive Ability; *Concept Formation; *Females; Grade 10; High Schools; Learning Strategies; *Misconceptions; Process Education; Science Education; Scientific Concepts; *Secondary School Science; Thinking Skills
Much of the focus in science education has been on the theoretical constructs and practical implications of conceptual change. History of science, cognitive theory, and alternative conceptions have been used as backdrops for the study of the child's conceptual movement away from naive beliefs about scientific phenomena. In this study, conceptual shifts were proposed as means of examining the process of conceptual change. The relationship of reasoning level, science process skills, gender, and instructional treatment to conceptual shifts in grade 10 biology students were compared. Student reasoning levels were evaluated using the Test of Logical Thinking (TOLT). The Test of Integrated Process Skills (TIPS) was used to measure the students' proficiency with science process skills. Five concept evaluation statements were used to determine the students' understandings of the concepts of diffusion, the cell, circulation, plant food production, and genetics. All instruments were used in a pretest/posttest format. Results indicated that instructional treatment was the only factor that significantly influenced positive shifts in student understanding of a concept. Gender was found to have a moderate influence in an honors class. Reasoning level and prior knowledge did not correlate positively with shifts in student understanding. (Author/CW)

ED 318 668 SO 020 783

Developing Map Skills Using Computers.
New York City Board of Education, Brooklyn, NY. Div. of Computer Information Services.
REPORT NO.- ISBN-0-88315-974-0
PUB DATE- 89
NOTE- 240p.
AVAILABLE FROM- New York City Board of Education, Curriculum Unit, Room 310, P.S. 206, Neck Road & E. 22nd Street, Brooklyn, NY 11229 ($17.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Elementary Secondary Education; Geography; *Geography Instruction; *Map Skills; Microcomputers; Resource Materials; Social Studies
IDENTIFIERS- Africa; Asia; Europe; Middle East; South America
Computer-assisted instruction can be valuable in the teaching and learning of skills associated with the reading and interpretation of maps. The purpose of this manual is to provide teachers with a resource guide for the development of students' map skills and understanding of world geography through the use of a computer. Several suggested procedures for creating and managing a computer laboratory are outlined including ideas for using the equipment before and during the computer lab period. Lesson plans for 67 topics are presented, classified by six sections: (1) "Introduction"; (2) "Map Skills"; (3) "Geography"; (4) "Geography of Africa"; (5) "Geography of Asia"; and (6) "Geography of South America." Appendices include information on computer software and diskette use, and addresses and telephone numbers for additional information. (AS)

ED 318 685 SO 020 840

Diamond, Ronald L.; Diamond, Linda W.
The Enigmatic Savior of the Union: Abraham Lincoln.
PUB DATE- 89
NOTE- 18p.; For a related document, see SO 020 841.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Biographies; Civil War (United States); *Presidents of the United States; Social Studies; United States History; Units of Study
IDENTIFIERS- *Lincoln (Abraham)
Abraham Lincoln rose from the depths of obscurity to guide the United States successfully through the turbulent and menacing years of the Civil War. Laborer, businessman, postmaster, politician, and lawyer were some of the vocations, not all successful, that Lincoln tried during the years leading to his ascent to the Presidency. This review of the literature gives a historical overview of the life of Lincoln as elucidated by the sources cited, an overview which may be useful to educators or others seeking a broad perspective on the life of this famous American. (Author)

ED 318 762 TM 014 812

Johnson, William L.; Dixon, Paul N.
A Statistical Analysis of the Charles F. Kettering Climate Scale.
PUB DATE- Apr 90
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Construct Validity; *Educational Environment; *Elementary School Students; Elementary Secondary Education; Factor Analysis; Multivariate Analysis; *Secondary School Students; *Teachers; *Test Validity
IDENTIFIERS- *Charles F Kettering Climate Scale
A statistical analysis was performed on the Charles F. Kettering (CFK) Scale, a popular four-section measure of school climate. The study centered on a multivariate analysis of Part A, the General Climate Factors section of the instrument, using data gathered from several elementary, junior high, and high school campuses in a large school district in the southwestern United States. Factor analysis was used to examine the construct validity of the section. The first data set consisted of 30 junior high school teachers and administrators, 78 ninth graders, 66 eighth graders, and 83 seventh graders. Five additional data sets were similar in composition to the first set, with total sizes of 415, 747, 822, 1,200, and 1,311, respectively. These subsequent data sets also included elementary and high school students and administrators. Results of the factor analysis show that the instrument subscales group in a different manner than was proposed by the scale's developers. It is suggested that new subscales be designed to improve overall scale validity. Eight tables present data from the study. (SLD)

ED 318 790 TM 014 905

Seong, Tae-Je
Validity of Using Two Numerical Analysis Techniques To Estimate Item and Ability Parameters via MMLE: Gauss-Hermite Quadrature Formula and Mislevy's Histogram Solution.
PUB DATE- Apr 90
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Boston, MA, April 17-19, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Equations (Mathematics); *Estimation (Mathematics); Mathematical Models; *Maximum Likelihood Statistics; Simulation; Statistical Analysis; *Test Items; *Validity
IDENTIFIERS- Ability Parameters; Gauss Hermite Quadrature Formula; Item Parameters; *Marginal Maximum Likelihood Estimation; Mislevy Histogram Solution; Numerical Analysis
The similarity of item and ability parameter estimations was investigated using two numerical analysis techniques via marginal maximum likelihood estimation (MMLE) with a large simulated data set (n=1,000 examinees) and changing the number of quadrature points. MMLE estimation uses a numerical analysis technique to integrate examinees' abilities over the ability distribution for item and ability parameter estimations because of the difficulty of direct integration with a digital computer. For integrating ability, the values of quadrature points and the weights corresponding to each quadrature point are specified. The Gauss-Hermite quadrature formula and R. J. Mislevy's histogram solution (1984) have been used for numerical integration over the normal density function. It was determined that the Gauss-Hermite quadrature formula and Mislevy's graphical solution via MMLE estimated item and ability parameters equally when a large number of quadrature points was specified. When a small number of quadrature points was specified, Mislevy's histogram solution via the MMLE approach estimated item and ability parameters more accurately than did the Gauss-Hermite quadrature formula. Seven tables summarize the study. (Author/SLD)

ED 318 481 IR 053 138

Lindsay, John
Networking and Development: A Feasibility Study for the Social and Human Sciences Division of UNESCO into the Development of Networking Facilities in the ECA and ECWA Regions.
SPONS. AGENCY- United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 86
NOTE- 31p.
CONTRACT- UNESCO-375.751.5
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Influences; *Developing Nations; Feasibility Studies; Foreign Countries; *Information Networks; Information Science; *Information Technology; International Programs; Professional Training; *Social Sciences; *Technology Transfer; Telecommunications
IDENTIFIERS- *Africa; Information Policy; UNESCO
This study was performed to discern the feasibility of a Pan-African Network of Social Science Information and Documentation Centres and Services that would serve the regions covered by the Economic Commission for Africa (ECA) and the Economic Commission for Western Asia (ECWA). This report on the study outlines the various forms networking can take, provides examples of major networks and institutions currently practicing in the field, and ends with some concrete proposals. The main conclusion is that the body of knowledge or discipline termed "social sciences" cannot be separated from other human activity; it is felt that the social sciences in western Europe exclude a wide range of topics that need to be included in developing countries when considering the development of an information system. It is further concluded that while implementing such a network may be feasible technically, it may not be feasible for institutional, financial, or political reasons. It is also pointed out that there is a shrinking availability of money for such development, and that this is forcing people to be more critical about undertaking such activities. Finally, it is concluded that an incremental improvement of cadre and institution building is needed rather than a grand design, and that such improvement will require a cadre of trained social scientists and information scientists who understand the principles of information system design and can adapt them to the tasks of institution building. (82 references) (SD)

ED 318 520 JC 900 245

The Structure of Public Postsecondary Education in Florida: Report and Recommendations of the Postsecondary Education Planning Commission, 1990--Report 9. Prepared in response to Specific Appropriation 587 of the 1989 General Appropriations Act, Chapter 89-253, Laws of Florida.
Florida State Postsecondary Education Commission, Tallahassee.
PUB DATE- 19 Apr 90
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; Community Colleges; Educational Assessment; Educational Development; *Educational Needs; Educational Objectives; Enrollment; Enrollment Trends; *Governance; Higher Education; Minority Groups; Population Trends; *Postsecondary Education; Public Colleges; State Surveys; State Universities; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Florida

In 1989, a study was conducted to examine the structure of public postsecondary education in Florida, focusing on the missions, locations, and capacity of existing institutions in light of projected population and enrollment trends over the next decade. Interviews were conducted with over 40 Florida education policy leaders, including staff and leaders from community colleges, public universities, and independent institutions. The study found that the capacities of postsecondary institutions were being strained by the state's rapidly growing population and demand for services. The following priority goals were identified: strengthen long range, statewide planning; improve undergraduate education; and improve the enrollment, retention, and graduation of the state's minority students. Specific recommendations included the following: (1) the existing structure for the governance and delivery of Florida's postsecondary education should be maintained; (2) planning processes of the state university and community colleges should occur within the framework of the Master Plan for Florida Postsecondary Education; (3) a statewide planning process should be developed for creating new postsecondary institutions; (4) joint-use university facilities involving a university presence on a community college campus should be located no more than one hour from a main university campus; (5) independent colleges and universities should be consulted in state planning for future postsecondary services; (6) Florida's two-plus-two system should be reinforced in all enrollment planning and policy development; (7) the impact of limited access programs on the ability of both native lower-division students and community college students to enter the upper division should be monitored; and (8) an evaluation and reward system should be developed to promote effective teaching. The bulk of the document is a consultant's report, "An Examination of the Overall Structure for the Delivery of Public Postsecondary Education in Florida," which is attached. Ten tables of data are appended. (WJT)

ED 318 652 SO 020 589

Sheppard, Alice
Continuity and Change: The Cultural Context of Women's Humor.
PUB DATE- Jun 89
NOTE- 20p.; Paper presented at the Annual Meeting of the National Women's Studies Association (11th, Towson, MD, June 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Comedy; *Cultural Influences; Cultural Traits; *Females; *Feminism; *Humor; Literary Genres; Literature; *Psychological Characteristics; *Social Influences; Womens Studies
As a technique of social control intimately associated with the display and control of power, humor reflects empowerment. Contemporary women have few traditions of using power, and a variety of covert factors have discouraged women's use of humor. The most significant of these is the way that the popular mind has defined humor as a male prerogative. Humor can only be achieved through use of symbolic and linguistic codes. Society has not fully recognized how jealously men guard the use of these codes. Because women's participation in humor has been alternately impeded and underestimated, it is important for social scientists and feminists to try to understand the factors responsible. This is not easy, partly because attitudes and beliefs are so deeply held that one may fail to see the very thing at which one is looking. An additional difficulty with humor is that its implicit symbolism enables meaning to coexist on multiple levels. Thus, it remains unclear to the critic whether a particular image or stereotype is being lampooned or upheld. And yet humor, perhaps more than other social measures, is a subtle indicator of the status of a subgroup. When the dominant group is ready to laugh at one's jokes, then one is a member of society. The document includes one table, one figure, and a 36-item bibliography. (JB)

ED 318 718 SP 032 260

Philipp, Joan A.; Wilkerson, Jerry D.
Teaching Team Sports: A Coeducational Approach.
REPORT NO.- ISBN-0-87322-259-8
PUB DATE- 90
NOTE- 303p.
AVAILABLE FROM- Human Kinetics Books, Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61825-5076 ($24.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Athletic Coaches; Basketball; *Coeducation; Football; *Instructional Improvement; *Movement Education; Secondary Education; *Skill Development; Soccer; Softball; *Team Sports; Volleyball

This manual shows teachers how to analyze and present sport skills by breaking them down into fundamental body movements that can be used in all sports. Complete information is given on how to teach seven team sports effectively in a coeducational setting. Advice is offered on how to organize course material, develop a curriculum, plan teaching sequences, and learn to analyze sport skills. The manual may be used by physical educators in middle and high schools as a reference for helping them to: (1) understand basic movement patterns, (2) organize groups into learning units, (3) include all students or group members in the learning experience, (4) develop teaching strategies to maximize participation, and (5) meet the special demands of teaching coeducational classes. Part 1, "Concepts and Methods," explains coed sports along with the principles of movement and observation, fundamental movement skills, and similarities and differences between the movement skills. Part 2, "Team Sports," covers basketball, field hockey, flag/touch football, soccer, softball, speedball, and volleyball. (JD)

ED 318 734 SP 032 372

Clark, Richard J.; And Others
The MESTEP Record: A Report on the First Six Years. Math English Science Technology Education Project.
Massachusetts Univ., Amherst. School of Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *English Instruction; *Graduate Study; Higher Education; Internship Programs; Masters Degrees; *Mathematics Instruction; *Nontraditional Education; *School Business Relationship; *Science Instruction
IDENTIFIERS- *Math English Science Technology Education Project
The Math English Science Technology Education Project (MESTEP) was established to recruit, select, prepare, support, and retain in teaching diverse and talented recent college graduates with strong academic majors in math, English, or a science. A collaborative partnership of the University of Massachusetts (Amherst), public schools, and private industry, MESTEP is a 15-month Master of Education program comprised of 3.5 weeks of intensive education course work at the University of Massachusetts followed by student teaching in a high school summer session in conjunction with mentors and university supervisors. Completion of the first summer prepares the students to move into a teaching or an industry internship. During the first 3 years of teaching, participating companies are committed to attempt to hire MESTEP graduates for summer employment. Much of the document consists of lists of names of participants, including information on their school and employment, and lists of names of directors and others involved in the program. (JD)

ED 318 748 TM 014 761

Waters, Brian K.
Development of a Single DoD Reading Grade Level (RGL) Scale.
PUB DATE- Aug 89
NOTE- 30p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989). Information was drawn from "Estimating the Reading Skills of Military Applicants: Development of an ASVAB to RGL Conversion Table" by B. K. Waters et al. (1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Equated Scores; *Military Personnel; Military Training; Rating Scales; Reading Achievement; Reading Skills; *Reading Tests; Statistical Analysis; *Test Construction
IDENTIFIERS- Anchor Tests; Armed Services Vocational Aptitude Battery; Department of Defense; *Reading Grade Level Scale
Research on military reading abilities has shown a direct relationship between reading ability and training and job performance. The objectives of this study of the development of a reading scale were to: (1) measure the reading ability of military applicants using six commonly used reading tests; (2) use the Armed Services Vocational Aptitude Battery (ASVAB) as a composite anchor against which the reading tests can be equated; (3) equate each test to the anchor; and (4) recommend a reading grade level (RGL) scale for Department of Defense (DoD) use in reporting to the U.S. Congress. Subjects were 20,422 applicants for the armed forces who were tested during a 6-week period beginning on April 13, 1987 on the ASVAB and one of the 6 reading tests. Scores on the reading tests yielded widely varying average RGL levels for examinees of equivalent ability. The ASVAB verbal standard score was taken as the anchor, and a conversion table was made for the ASVAB and each of the five reading tests found adequate for equating purposes. An RGL scale was then proposed for DoD use that would allow each branch of military service to use the reading test that best meets its requirements, with each converting the scores to the RGL scale for congressional reporting purposes. Thirteen tables and eight graphs present the study results. (SLD)

ED 318 818 UD 027 390

Grannis, Joseph; And Others
Evaluation of the New York City Dropout Prevention Initiative. Final Report for Year One.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
SPONS. AGENCY- New York City Board of Education, Brooklyn, N.Y.
PUB DATE- 23 Jan 86
NOTE- 224p.; For 1986-87 reports, see ED 306 330 and ED 306 331.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- Community Organizations; *Dropout Prevention; *Dropout Programs; High Risk Students; *High Schools; *Middle Schools; Program Evaluation; *Program Implementation; Urban Schools
IDENTIFIERS- Collaboratives; Dropout Prevention Program; *New York (New York); Project CONNECT
This document comprises an evaluation of the first-year implementation of the New York City Board of Education's three-year Dropout Prevention Program (DPP), implemented in 10 high schools and 29 middle schools; and the Attendance Improvement Dropout Prevention (AIDP) program, implemented in 3 high schools. Two intervention models were implemented in the middle schools, one that employed Board of Education personnel only (Project Connect) and another that employed personnel both from the Board of Education and community-based organizations (CBOs). The following intervention models were implemented in the high schools: (1) a systemic model, which attempted to serve at-risk students by strengthening a school generally; (2) a case-management model, which targeted services directly to selected at-risk students; (3) a modified systemic model; and (4) a modified case-management model. Information was collected from field observations, interviews with key school and CBO staff, a student survey, and student and budget files provided by the Board of Education. Recommendations for improvement focus on strengthening the role of the Board of Education, increasing communication between administrators, staff, and CBO personnel, and improving service targeting and implementation. Statistical data are included on 7 tables and 52 graphs. A glossary is appended. The following six appendices are included: (1) School-Based Case Management Middle Schools; (2) CBO Case Management Middle Schools; (3) Systemtic High Schools; (4) Modified Systemic High Schools; (5) Modified CBO High Schools; and (6) Pure CBO (Operation Success) High Schools. (FMW)

ED 318 831 UD 027 426

Project for Secondary School Improvement. Final Report.
Middle Cities Education Association, Mich.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 23 Nov 88
NOTE- 155p.
GRANT- G008541040
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Environment; *Educational Improvement; *Inservice Teacher Education; *Management Development; Models; Program Descriptions; Program Evaluation; School Effectiveness; Secondary Education; *Secondary Schools; *Urban Schools
IDENTIFIERS- *Effective Schools Projects; *Michigan

This two-part report comprises a description of an urban school improvement project in Michigan and the final evaluation report of the project. The Project for Secondary School Improvement was a 3-year program designed to assist secondary schools in 19 Michigan districts in implementing improvement models based on the research on effective schools and effective teaching. The program's first year focused on training five-person teams in a Madeline Hunter model called Essential Elements of Effective Instruction (EEEI). During years two and three, the project was split into two strands comprised of 26 school teams that used the School Improvement Based on Effective Schools Research model and 11 schools that used an extension of the EEEI model. Services included ten days of training for the schools that selected the Effective Schools model, assisting districts to develop support and plans, and support for all 37 schools. Overall, the program fulfilled its purpose to enhance teaching skills, improve building-level climate factors, increase administrator skills, and encourage the development of district-wide improvement plans. Recommendations for the improvement of administrator training and district-wide policy development are suggested. The following materials are appended: (1) a report on a strategic planning workshop; (2) an executive report submitted by the project director and two consultants; (3) a copy of the effective teaching inventory questionnaire and a statistical tabulation of the responses; (4) a summary of telephone interviews with teachers and principals; (5) a summary of the second-year telephone interviews; and (6) a copy of the inventory of effective schools concepts and the statistical tabulation of the responses. (FMW)

ED 318 467 IR 014 447

Rosen, Larry D.; And Others
The Model Computerphobia Reduction Program: A Longitudinal Evaluation.
California State Univ., Dominguez Hills.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Jan 89
NOTE- 107p.; For related reports, see IR 014 446-448.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Anxiety; *Attitude Change; Attitude Measures; *Desensitization; Higher Education; Longitudinal Studies; *Microcomputers; Program Evaluation; Questionnaires
IDENTIFIERS- Attitudes Toward Computers Scale; *Computer Anxiety; Computer Anxiety Scale; Computer Thoughts Survey
The Model Computerphobia Reduction Program involved assigning clients to individualized treatment programs on the basis of computer anxiety level. In order to evaluate the personalized treatment programs, pre- and post-treatment attitude scales (including the Attitudes Toward Computers Scale, the Computer Anxiety Rating Scale, and the Computer Thoughts Survey) and a post-treatment questionnaire were utilized. In addition, a follow-up questionnaire was administred 6 months after completion of the treatment program. Clients showed dramatic changes following the 5-week program. Nearly all clients showed markedly decreased anxiety, improved cognitions, and enhanced attitudes. Clients increased computer utilization on campus, in their personal lives, and on the job. (5 references) (GL)

ED 318 701 SP 032 197

Bernardi, Ray D.
Teaching in Other Countries. An Overview of the Opportunities for Teachers from the U.S.A.
PUB DATE- 2 Dec 89
NOTE- 50p.; Paper presented at the Annual Meeting of the American Vocational Association (Orlando, FL, December 1-5, 1989). Printed on colored stock, therefore some lists may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Differences; *Culture Conflict; Foreign Countries; *Overseas Employment; *Teacher Exchange Programs; *Teaching (Occupation); Teaching Conditions; Vocational Adjustment
Suggestions are made for teachers considering teaching abroad. The following topics are covered: (1) problems encountered in working in a foreign environment, e.g., culture shock; (2) general considerations in making the decision to teach overseas; (3) steps to follow when seeking an overseas position; (4) overseas employment opportunities with the Department of Defense Dependents Schools; (5) overseas placement services for educators; (6) The University of Maryland Overseas Program; (7) international jobs--teaching; (8) an alphabetical list of 225 Overseas American Community Schools; (9) answers to questions regarding recruitment for international schools; and (10) the Fulbright Teacher Exchange Program. (JD)

ED 318 494 JC 900 193

Stetson, Nancy E.
Collegial Governance at College of Marin: A Governmental Model. Management Report 1989-90/2.
Association of California Community Coll. Administrators.
PUB DATE- 90
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Administration; *College Administration; *College Governing Councils; Community Colleges; Educational Administration; *Governance; Participative Decision Making; *Policy Formation; School Administration; Two Year Colleges

The College of Marin has adopted a model of collegial governance that involves the entire campus community in recommending policies and procedures that determine the rules by which employees and students live. The model, which was designed by a task force representing faculty, staff, and students, is based on the U.S. Government model of executive, legislative, and judicial branches. Its major components are an Academic Senate, a Classified Senate, a Student Senate, and a Senate Executive Board. Each of the three Senates has two major roles: (1) to review and recommend District policies and College procedures; and (2) to recommend appointments from its membership to College governance committees. The Senate Executive Board is composed of an equal number of representatives from each of the three Senates. Proposals for new or changed policies or procedures travel through a number of committees before reaching the Senate Executive Board (comparable to a legislative conference committee), where the proposals are refined using suggestions from the three individual Senates. The Board of Trustees has the final authority to veto or amend policies recommended to it by the Superintendent/President, who serves as the chair of the Senate Executive Board. The Superintendent/President has the authority to change recommended procedures if she or he feels they are not in the college's best interests. Through the collegial governance system, the College of Marin has established committees; these include the Affirmative Action Committee, Employee Development Committee, Planning Committee, and Instructional Equipment Committee. Since the model's implementation, 42 policies and procedures have been recommended and approved. (WJT)

ED 318 507 JC 900 224

Fox Valley Technical College Quality First Process Model.
Fox Valley Technical Coll., Appleton, WI.
PUB DATE- 88
NOTE- 59p.
AVAILABLE FROM- FVTC Bookstore, Fox Valley Technical College, 1825 N. Bluemound Dr., P.O. Box 2277, Appleton, WI 54913-2277 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Colleges; *Educational Quality; Guidelines; Institutional Evaluation; Models; *Organizational Effectiveness; Program Descriptions; *Program Implementation; *Quality Control; *School Effectiveness; Two Year Colleges

An overview is provided of the Quality First Process Model developed by Fox Valley Technical College (FVTC), Wisconsin, to provide guidelines for quality instruction and service consistent with the highest educational standards. The 16-step model involves activities that should be adaptable to any organization. The steps of the quality model are as follows: (1) demonstrate management commitment; (2) establish a quality improvement council; (3) determine the cost of quality; (4) provide education and training; (5) identify roles and establish performance requirements; (6) implement a quality communication system; (7) measure and set goals; (8) identify and eliminate problems; (9) research and develop new initiatives; (10) create a structure for employee involvement; (11) establish accountability; (12) launch a customer revolution; (13) recognize, reward, and celebrate persons and teams responsible for institutional successes; (14) conduct quality audits; (15) create links with the community; and (16) strive for continuous improvement. In addition to describing each of these steps, this booklet suggests a list of committees to enhance the quality process. Appendixes list the common elements of quality and provide the job descriptions for FVTC's Quality Coordinator and Error Cause Removal Coordinator. (VVC)

ED 318 546 PS 018 717

Guynn, Stephen J.
Evaluation of the Indianapolis Public Schools' Montessori Option (K-6) Pupil Progress Report. Volume I: Executive Summary.
Indianapolis Public Schools, Ind.
PUB DATE- May 89
NOTE- 20p.; For other volumes in this report, see PS 018 718-719.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; *Montessori Method; Nontraditional Education; *Parent Attitudes; Program Evaluation; *Program Implementation; *Public Schools; *Report Cards; Tables (Data)
IDENTIFIERS- *Indianapolis Public Schools IN

Parents and guardians of children in the Indianapolis Public Schools' Montessori Option Program for kindergartners through sixth graders were surveyed. Parents and guardians were surveyed on: (1) the pupil progress report, which was used on a pilot basis during the 1988-89 school year; (2) the Montessori method; (3) strengths and weaknesses of the program; and (4) changes the program needed. Questionnaires were sent to the households of 536 pupils and to 50 school staff members in the 3 Montessori Option elementary schools. Parents and guardians replied positively to 25 closed-ended questions; were neutral about none; and responded negatively to four. School staff replied positively to 27; were neutral about none; and responded negatively to two. Parents and guardians expressed concern about more than 46 survey-related topics. Parent-initiated topics included: competitiveness and comparison between students, curriculum design and development, learning environments, parent-teacher conferences, program expansion, public school use of Montessori philosophy, and staff certification and training. School staff expressed concern about classroom

mangagement, instructional materials, parent involvement, parent-teacher conferences, skills and knowledge analysis, student progress, and the district-wide testing program. Questions and responses (along a Likert-type scale) are provided for parents and school staff members. (RH)

ED 318 624 SE 051 372

Useem, Elizabeth L.
Getting on the Fast Track in Mathematics: School Organizations Influences on Math Track Assignment.
PUB DATE- 90
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ability Grouping; *Administrator Attitudes; *Elementary School Mathematics; Elementary Secondary Education; Females; Institutional Characteristics; Local Norms; Mathematics Education; Middle Schools; Minority Groups; *Secondary School Mathematics; Student Placement; *Track System (Education)
Several studies of mathematics education have singled out the early and rigid ability grouping as one of the principal reasons for mathematics underachievement in the United States. Public schools in the United States engage in extensive sorting of students into sharply differentiated curricula by the end of sixth or seventh grade. This study examines the ways in which students' assignment

to ability groups in middle and secondary school mathematics are influenced by the organizational features and placement policies of the schools themselves. Specifically, this research examines the fast track in mathematics which includes only 16 to 17 percent of U.S. students and is critical for qualification for college mathematics and physical science programs. The views of college admissions officers, variations by district in accelerated mathematics courses, explanations for variations in enrollment patterns, organizational factors influencing group assignment, and several case studies are discussed. Findings indicate that there are substantial variations in ability grouping that lead to inequities and arbitrary elements in student placement and that the range of abilities found in higher level tracks among different school systems can be explained by individual characteristics, and attitudes among school administrators. Implications for women and minorities are suggested. A list of 67 references is included. (CW)

ED 318 686 SO 020 841

Diamond, Ronald L.; Diamond, Linda W.
Abraham Lincoln--His Words and His World: a Unit Plan.
PUB DATE- 87
NOTE- 38p.; For a related document, see SO 020 840.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biographies; *Civil War (United States); Curriculum Enrichment; Grade 8; History Instruction; Junior High Schools; *Presidents of the United States; Resource Units; Secondary Education; Social Studies; *United States History; Units of Study
IDENTIFIERS- *Lincoln (Abraham)

Planned for an eighth-grade classroom, this unit plan, consisting of 19 lesson plans on the topic of Abraham Lincoln, is based upon the fulfillment of 17 unit objectives. Each daily lesson plan specifies the following: lesson theme, learner objective, needed prerequisites, new vocabulary or terms, learning set/motivation, presentation of new content, practice/extension/application, closure/evaluation of learning, teacher evaluation of learning effectiveness, and materials necessary to complete the lesson. Individual lessons include such activities as the completion of a mathematics grid worksheet depicting, when completed, Lincoln's profile, construction of cornhusk dolls, the use of quill pens, computation of scale and distance using maps, the construction of a scale model of New Salem Village, etc. Arranged in a logical, coherent, and cumulative fashion, the unit concludes with a culminating activity and is followed in the reference section by a list of 17 sources/resources. (Author)

ED 318 777 TM 014 877

Sudweeks, Richard R.; And Others
Test-Wise Responses of Third-, Fifth-, and Sixth-Grade Students to Clued and Unclued Multiple-Choice Science Items.
PUB DATE- 89
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Child Development; Cognitive Processes; Comparative Testing; *Cues; Elementary Education; *Elementary School Students; Grade 3; Grade 5; Grade 6; Individual Development; Intermediate Grades; *Multiple Choice Tests; Preadolescents; Problem Solving; Science Education; *Science Tests; Testing Problems; *Test Wiseness
IDENTIFIERS- Embedded Clues
Testwise responses of grade-school students to multiple-choice science items and the intercorrelations between different testwiseness skills were examined in this document. A total of 134 third-grade, 133 fifth-grade, and 143 sixth-grade students from two elementary schools in a large suburban school district in Utah responded to 60 science items on tests developed specifically for each of these grades. Thirty of the items contained embedded clues intended to elicit one of five separate testwise behaviors. The other 30 science items were identical to the original items, but did not contain the embedded clues. Half of the students completed the items without embedded clues before the items with clues, while the rest of the students completed the items with clues first. The presence of embedded clues made no difference in the performance of third graders, but both fifth graders and sixth graders demonstrated an ability to use the embedded clues to improve their performance. Testwiseness skills related to verbal associations between the stem and correct response and to absurd response options were observed in fifth and sixth graders. The next skill to appear by the fifth grade was a skill related to recognizing synonymous or overlapping response options. None of the skills were intercorrelated among the fifth graders, but among sixth graders, the verbal associations skill and absurd options skill were moderately correlated. Testwiseness skills appear to develop independently of each other as students develop more complex cognitive processes. Testwiseness skills do not develop in all students at the same time. Sample test items are included, and 12 tables present study data. (Author/SLD)

ED 318 452 IR 014 367

DeGroff, Linda
Computers in the Whole Language Classroom.
PUB DATE- Jan 89
NOTE- 11p.; Paper presented at the Florida Instructional Computing Conference (Orlando, FL, January 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Computer Assisted Instruction; Computer Software; *Cooperative Learning; Elementary Education; Process Education; *Reading Instruction; Teacher Attitudes; Teaching Methods; *Whole Language Approach; *Writing Instruction
It is argued that if whole language teachers are to use computers in their reading and writing programs, they will need both software and strategies for using computers that are consistent with their beliefs and goals. For whole language teachers, as for other good teachers, it is the teacher's beliefs about curriculum and instruction rather than the technology that will determine the role of the computer in the classroom. This paper explores the place of computers in whole language classrooms by considering how computers can facilitate teaching and learning in ways that are consistent with each of the following beliefs commonly held by whole language teachers: (1) children learn language through social interaction; (2) children learn by reading and writing whole and meaningful texts; (3) language is used for real purposes and with real audiences; (4) children learn when we emphasize process; (5) children need time and choices for language learning; and (6) language learning involves risk-taking. (25 references) (GL)

ED 318 532 JC 900 265

Johnson, Walter
The Labour Process of Teaching at John Abbott College (Part One).
John Abbott Coll., Sainte Anne de Bellevue (Quebec).

PUB DATE- Oct 89
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Collective Bargaining; *College Faculty; Community Colleges; *Faculty College Relationship; Foreign Countries; Job Satisfaction; Questionnaires; School Surveys; *Teacher Attitudes; *Teacher Characteristics; Teacher Morale; *Teacher Motivation; Teaching Conditions; Two Year Colleges; Unions

This survey was conducted at John Abbott College to gauge teachers' responses to issues concerning their job satisfaction, interaction with colleagues, perceptions of student abilities, and perceptions concerning union negotiating priorities and areas of conflict within the institutional environment. Of the 75 teachers contacted, 47 returned questionnaires, for a response rate of 63%. Major findings were as follows: (1) for females, "more interesting work" would be the most important factor if they were considering another job, whereas "higher pay and better benefits" would be the most important consideration for men; (2) less than half of the respondents chose their work as teachers as their most satisfying activity, although 100% of the non-permanent teachers in the sample chose teaching as their most satisfying activity; (3) 51.1% indicated that maintaining some form of interaction with their immediate colleagues at the college was "very important"; (4) over 65% considered contact with persons at the college, other than departmental colleagues, to be "somewhat important" or "very important"; (5) 80.9% of the respondents found students to be highly or somewhat motivated to learn; (6) respondents were almost evently divided in their opinions of whether incoming students were adequately or inadequately prepared; (7) 40.4% of the respondents indicated that salary should be stressed most in contract negotiations, whereas 59.6% chose non-salary related issues as the most important; and (8) 55.3% chose administration policy as the area in which they would make the most changes if given the chance. The survey instrument and sample comments are attached. (JMC)

ED 318 561 PS 018 744

Caring for New Mothers: Pressing Problems, New Solutions. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundred First Congress, First Session

(October 24, 1989).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 90

NOTE- 283p.; Some pages contain small, light type.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-066-35-1, $9.00).

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Birth Weight; Demography; Drug Abuse; *Federal Programs; Health Promotion; Hearings; Infant Mortality; *Insurance; Low Income Groups; Malpractice; *Medical Services; *Pregnancy; *Program Improvement; Tables (Data)

IDENTIFIERS- *Access to Health Care; Congress 101st; Prenatal Care

A hearing was held to consider problems women face in obtaining preventive care or early comprehensive prenatal care. Testimony concerned: (1) the Public Health Service Expert Panel's report on prenatal care; (2) Los Angeles' critical shortage of maternity care providers; (3) new research from Detroit that suggests that even when prenatal care is available, women at highest risk receive the worst care; and (4) promising approaches to improving maternity care, including the March of Dimes' Campaign for Healthier Babies and a prenatal care program for employees of the First National Bank of Chicago. Fact sheets on problems and solutions related to providing care for new mothers, and numerous tables of data on care and related topics are included in the report. Also included are answers to questions posed by Representatives Bliley and Miller to James O. Mason, M.D., Assistant Secretary of the Public Health Service of the Department of Health and Human Services, concerning the President's plan to improve child health and reduce infant mortality. (RH)

ED 318 577 PS 018 768

Promises To Keep: Title I/Chapter 1 in Ohio, 1965-1990.
Ohio State Dept. of Education, Columbus.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 90
NOTE- 20p.; Photographs will not reproduce.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compensatory Education; Educational History; Elementary Secondary Education; Program Descriptions; *State Programs

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act Title I; *Ohio; Program Characteristics

This publication celebrates a quarter century of Elementary and Secondary Education Act programs in Ohio. Characteristics of Title I from its origin in 1965, through the change of Title I to Chapter 1 in 1982, to the present, are reviewed. Of particular concern are basic premises of Title I, administrative problems in getting the program going, school districts' responses to the availability of the new federal funds, factors associated with the success of the program in Ohio, the use of Ohio's Title I progrm as a sounding board in shaping Title I nationally, the role of Ohio's Spring Conferences for Title I and Chapter 1 personnel in providing staff with current information about a constantly changing program, and the long-term growth of the program. It is concluded that Ohio has kept Chapter 1's promises and that the Ohio program has stood the test of time. (RH)

ED 318 591 RC 017 495

Matranga, Myrna
Superintendent Search: Special Considerations for Rural School Districts.
PUB DATE- 89
NOTE- 6p.; Paper presented at the Annual National Rural Education Association Conference (81st, Reno, NV, October 7-11, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Administrator Selection; Check Lists; Elementary Secondary Education; Public Schools; Rural Areas; *Rural Schools; *School Districts; *Superintendents
Few actions are more important to a school board than the selection of a new superintendent. A rural district can use the search process to unify constituents and clarify its mission. This paper presents a 17-item checklist that outlines the steps in the selection process. The checklist is currently undergoing pilot study in Nevada to determine its relevance for use in rural school districts. Six items appear to have special significance in rural settings and address the issues of: (1) the lack of administrative depth in rural areas; (2) how to make salary decisions; (3) whether to develop a brochure; (4) the scope of the search; and (5) who to involve in the screening and selection process. Other items cover the areas of district goals and priorities, superintendent qualifications, content of the application, background checks, interview questions, contracts, and future evaluation. (SV)

ED 318 605 RC 017 513

Bragg, Daryl; Schladweiler, Kathryn
Education Districts: A Concept for Restructuring Education.
PUB DATE- 89
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Improvement Programs; Intermediate Administrative Units; Program Design; *Regional Cooperation; *Regional Planning; Rural Schools; *School District Reorganization; State School District Relationship
IDENTIFIERS- Educational Restructuring; *Education Districts (Minnesota); Minnesota
In rural Minnesota many school districts are limited in their efforts to restructure by low enrollment, rural geographic location, meager tax base, narrow staff experience, extensive job responsibilities for staff, restricted staff development opportunities, and lack of direction in curriculum coordination. Because of actual or perceived limitations, learning opportunities are restricted and may not prepare students for what they will need to do after they graduate. This preliminary report discusses education districts, a relatively new organizational concept. The 1987 legislation that enabled their formation requires an education district to have one of the following: at least five districts, or four districts with a total of at least 5,000 students, or four districts with a total of at least 2,000 square miles. As of November, 1989, 33 education districts had been formed in Minnesota. Education districts are to: (1) provide leadership in coordinating programs for handicapped, secondary vocational education, gifted and talented pupils, improved learning, community education, early childhood and family education, career education, and low incidence academic programs; (2) provide and coordinate research and planning functions; and (3) coordinate and provide methods to meet pupils needs for health, library, and counseling services. Educators must work toward merging services into a collaborative network to provide access for all residents to meet basic human needs. (DHP)

ED 318 639 SE 051 393

Shaw, Edward L., Jr.; Cronin-Jones, Linda
Influence of Methods Instruction on Pre-Service Elementary and Secondary Science Teachers' Beliefs.
PUB DATE- 89
NOTE- 30p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 7-10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Elementary School Science; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Science Education; *Secondary School Science; *Teacher Attitudes; *Teacher Characteristics; *Teaching Methods

For many years, researchers and teachers have highlighted the many striking differences between content area knowledge of teachers and teaching practices of elementary and secondary teachers. In addition. numerous studies have compared the instructional repertories and effectiveness of teachers at the elementary and secondary levels. Researchers and practitioners have also begun to acknowledge the important influence that teachers' beliefs have on different aspects of the teaching/learning process. In this study, the beliefs of pre-service elementary and secondary science teachers before and after a science methods course, and the changes in those beliefs during this time were investigated. The belief structures of the elementary and secondary teachers before and after the methods course were compared and analyzed. Results indicated that: (1) the belief structures of elementary teachers were more simplistic than those of secondary teachers; (2) there was no typical pre-service teacher belief structure; (3) pre-service teachers already possessed some knowledge about teaching and had an organized belief structure regarding teaching when they entered the methods instruction; and (4) the primary area of concern for most teachers centered around students and the second most dominant area of concern centered around the task of teaching. (CW)

ED 318 669 SO 020 785

Cherryholmes, Cleo H.
Political Scientists on Civic Education: A Nonexistent Discourse. Elementary Subjects Center Series, No. 15.
Center for the Learning and Teaching of Elementary Subjects, East Lansing, MI.; Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Feb 90
NOTE- 19p.
CONTRACT- G0098C0226
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824-1034 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Citizenship Education; *Civics; Elementary Education; Elementary School Curriculum; *Political Science; Social Scientists; *Social Studies; Teaching Methods; Values

A review of eight leading political science journals beginning with the first volume of the "American Political Science Review" in 1906 revealed no articles or statements about how elementary civic education is or should be taught. Several reasons for this omission are suggested. First, the elementary civic education curriculum was established before the American Political Science Association was founded and thus before its members could participate in designing civic education curricula. Second, after World War II political scientists began to emphasize strongly the "scientific" aspects of their inquiries as a result of the "behavioral" revolution. This excluded the possibility of supporting public or educational policies because as scientists they could not be policy advocates. Political scientists chose not to push the implicit value commitments of their disciplinary findings onto public educators and into public school classrooms. This professional reluctance notwithstanding, four ideas to consider in designing elementary civic education curricula are presented. They are: (1) students should learn about important characteristics of liberal democracy and its historical development; (2) students should learn that the development of liberal democracy in the United States has been flawed and oppressive as well as liberating and enlightening; (3) students should draw upon political scientific knowledge in the consumption and production of texts about their social and political world; and (4) students should be taught that social and political life and practices are complex, contradictory, and transitory. (Author/AS)

ED 318 702 SP 032 204

Yarber, William L.
AIDS: What Young Adults Should Know. Student Guide. Second Edition.
American Alliance for Health, Physical Education, Recreation and Dance. Reston, VA. Association for the Advancement of Health Education.
REPORT NO.- ISBN-0-88314-406-9
PUB DATE- 89

NOTE- 46p.; For the first edition, see ED 290 714.
AVAILABLE FROM- The American Alliance for Health, Physical Education, Recreation and Dance, 1900 Association Drive, Reston, VA 22091.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Diseases; *Drug Abuse; *Health Education; Prevention; Secondary Education; Sexuality; *Student Attitudes

This guide provides information on what Acquired Immune Deficiency Syndrome (AIDS) is, how it is transmitted, and how it can be prevented. The introductory material contains two self-tests on AIDS and HIV infection. The main part of the guide has five sections: (1) AIDS: What It Is; (2) HIV/AIDS: The Size of the Problem; (3) HIV: How It Is Transmitted; (4) HIV Infection: How It Can Be Prevented; and (5) HIV/AIDS: What Else I Need to Know. The guide concludes with review check-ups, HIV/AIDS prevention skills activities, a glossary, and a summary sheet. (JD)

ED 318 763 TM 014 816

Elsaesser, Leslie A.
Using Assessment Center Results To Determine Subsequent Staff Development Activities for Principals. Recent Developments in Methodology for Administrator Assessment Centers.
PUB DATE- 16 Apr 90
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Evaluation; *Administrators; *Assessment Centers (Personnel); Educational Improvement; Elementary Secondary Education; *Instructional Leadership; *Principals; Professional Development; *Staff Development
IDENTIFIERS- Center for Assessment Administrative Performance; University of Washington
The use of an assessment center in identifying specific staff development needs of aspiring and practicing school principals was studied. The relationship between assessment center performance and subsequent staff development activities was studied by participant level (elementary, middle and junior high, and high school) and by participant experience (aspiring and practicing). Areas of exceptional performance and areas of needed improvement were also determined for 12 dimensions of administrative leadership by assessment center participants. The sample included 109 participants in the Center for Assessment of Administrative Performance at the University of Washington (Seattle). Data were derived from written records of participants and from surveys completed by 94 of the participants. A limited relationship between assessment center results and subsequent staff development activities was found for all participants, by level, type of school, and experience. The percentage of participants who received excellent ratings on all dimensions of administrative leadership was low. The following areas of need are identified: (1) resourcefulness; (2) decisiveness; (3) creativity; and (4) judgment. Recommendations are made to improve assessment centers and make them a useful method of sharpening the professional skills of principals and those aspiring to be principals. Four tables present study data. (SLD)

ED 318 791 TM 014 906

Seong, Tae-Je

Reconsideration of the ANOVA Method of Detecting Item Bias.
PUB DATE- Apr 90
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability Identification; *Analysis of Variance; Black Students; *College Students; Higher Education; *Item Bias; Racial Bias; Sample Size; Statistical Bias; *Test Items; *Validity; White Students
IDENTIFIERS- Split Plot Designs

The validity of the analysis of variance (ANOVA) of a split plot factorial design was investigated using a complex interaction contrast with matched two-group ability data for detecting biased items. The definition of a biased item by this method is: an item is biased if there is an item-by-group interaction when there is no group difference in achievement levels. Data were drawn from a study by M. J. Subkoviak et al. (1984), consisting of the responses of 1,022 white and 1,008 black college students to 50 multiple-choice vocabulary test items. In this data set, bias was deliberately manipulated by including black vocabulary items. Sixty matched pairs of subjects were selected to determine the ANOVA method with a small data group. The ANOVA method with the matched-pair data had a large interaction for an item if that item was biased. The ANOVA method with small data set is still valid for detecting biased items after matching the abilities of group members. Four tables are included and two tables are appended. (SLD)

ED 318 805 UD 027 275

Out of the Shadows. The IRCA/SLIAG Opportunity. A Needs Assessment of Educational Services for Eligible Legalized Aliens in California under the State Legalization Impact Assistance Grants Program of the Immigration Reform and Control Act of 1986. Commission Report 89-10.

California State Postsecondary Education Commission, Sacramento.; California Tomorrow, Los Angeles.

PUB DATE- May 89
NOTE- 102p.
AVAILABLE FROM- California Postsecondary Education Commission, Library 1020 Twelfth Street, 3rd Floor, Sacramento, CA 95814-3985.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Citizenship Education; *Compliance (Legal); Educational Demand; *Educational Needs; Educational Opportunities; *English (Second Language); *Federal Programs; *Immigrants; Needs Assessment; State Surveys
IDENTIFIERS- *California; *Immigration Legislation

This document comprises an assessment of the educational needs of newly legalized aliens in California that must be met using State Legalization Impact Assistance Grants (SLIAGs) provided under the Immigration Reform and Control Act (IRCA) of 1986. Close to 1.5 million of the 1.7 million eligible legalized aliens are adults with very limited educational backgrounds and limited English-speaking proficiency. The following levels of need are considered: (1) approximately 856,000 pre-1982 immigrants must enroll in a federally approved English and United States citizenship certification course by December 1990 to satisfy the requirements of IRCA; (2) approximately 1 million are eligible for educational services under California's State plan for serving the legalized alien population; and (3) 1.5 million are eligible for educational services provided under the SLIAG program. While SLIAG funding statewide appears adequate to meet the need, there is a critical mismatch of services with need at the local level. Recommendations for improvement include the following: (1) if the State Legislature is unable to ensure adequate course availability for pre-1982 immigrants in 1988/89, the State should petition Congress to extend the deadline for compliance with the IRCA; (2) the legislature should assume a strong leadership and oversight role in implementing the IRCA and should assess its long-term impact on adult education; (3) the State Department of Education should address the levels of educational services in currently underserved counties; and (4) funding disincentives should be reduced and funding formulas should be adjusted to adequately reflect costs and program needs. Statistical data on 20 graphs and tables are included. A description of the research methodology, a glossary, and a chronology of events are appended. (FMW)

ED 318 468 IR 014 448

Weil, Michelle M.; And Others
Computerphobia Reduction Program: Clinical Resource Manual.
California State Univ., Dominguez Hills.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Oct 88
NOTE- 175p.; For related reports, see IR 014 446-447.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Anxiety; *Counseling Techniques; *Desensitization; Facility Guidelines; Higher Education; *Microcomputers; Outreach Programs; *Program Implementation; Recordkeeping; Referral; Screening Tests; *Staff Utilization
IDENTIFIERS- *Computer Anxiety
This manual describes the establishment and operation of a Computerphobia Reduction Program on a university campus which is directed by a licensed psychologist who trains and supervises graduate student interns to deliver three brief skills-acquisition modules. The manual describes the clinic facility, including staffing requirements; general clinical information, including a description of forms, record keeping, treatment assignment, and supervision; assessment procedures; treatment descriptions; intern training; outreach strategies and development of a referral system; and program evaluation. It is noted that the manual can be used to establish similar programs at any academic site as well as to implement treatment programs in existing clinics or to assist practicing therapists. It can also be used in graduate student training programs to clarify the use of behavioral treatments. The appendixes include copies of consent forms, a variety of instruments used for measuring computerphobia, guidelines for treatment program staff, follow-up questionnaires, and outreach materials. (7 references) (GL)

ED 318 482 IR 053 142

Werking, Richard Hume
Collection Growth, Expenditures, and Automation in Academic Libraries: A Preliminary Inquiry.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- 15 Nov 89
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Libraries; Comparative Analysis; Higher Education; *Library Automation; Library Collection Development; *Library Expenditures; *Library Statistics; Library Surveys; Operating Expenses; Questionnaires; Research Libraries; *Trend Analysis
IDENTIFIERS- Association of Research Libraries; Bowdoin List Libraries

A study was conducted to examine library data and trends among a group of 42 liberal arts colleges known as the "Bowdoin List." Questionnaires were completed and returned by 35 of the colleges, and interviews were conducted with the library directors at 22 of the colleges. The first of 10 sections in this report presents the statistical data from the Bowdoin List libraries and compares them with Association of Research Libraries (ARL) data. Sections 2 through 5 examine data related to various categories of expenditures for both groups of libraries, and section 6 provides information about the reported state of automation in the college libraries. Information from the interviews with library directors is presented in section 7, and conclusions and acknowledgements in sections 8 and 9. The final portions contain the notes and appendixes, which include a copy of the questionnaire and data from the study. Major findings suggest that: (1) the rule that academic libraries' collections double every 16 years is highly suspect; (2) the time honored 60-30-10 breakdown of salaries, materials, and "other" is no longer the norm; (3) prices for books and periodicals grew more rapidly from 1967 to 1977 than for the ensuing decade; (4) expenditures for both college and academic libraries have exceeded the increases in both the Consumer Price Index and the Higher Education Price Index; (5) the funding for online systems most often comes from outside the library's annual budget; and (6) all directors interviewed believe that the advantages of automation outweigh the disadvantages. (30 references) (SD)

ED 318 547 PS 018 718

Guynn, Stephen J.
Evaluation of the Indianapolis Public Schools' Montessori Option (K-6) Pupil Progress Report. Volume II: Main Report.
Indianapolis Public Schools, Ind.
PUB DATE- May 89
NOTE- 30p.; For other volumes in this report, see PS 018 717-719.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Principles; Elementary Education; *Montessori Method; Nontraditional Education; *Parent Attitudes; Program Evaluation; *Program Improvement; *Public Schools; *Report Cards; Tables (Data)
IDENTIFIERS- *Indianapolis Public Schools IN
Parents and guardians of children in the Indianapolis Public Schools' Montessori Option Program for kindergartners through sixth graders were surveyed. Parents and guardians were surveyed on: (1) the pupil progress report, which was used on a pilot basis during the 1988-89 school year; (2) the Montessori method; (3) strengths and weaknesses of the program; and (4) changes the program needed. The survey instrument consisted of a section on respondent characteristics, 32 closed-ended questions, and three open-ended questions. The five sections of the survey covered the evaluation key, report card headings and philosophy, report card delivery to parents and guardians, and basic principles of the Montessori method. The survey elicited parent opinions about the program. The households of 536 pupils and 50 school staff members in the 3 Montessori Option elementary schools received questionnaires. This main report describes survey methodology, reports results and conclusions, and offers recommendations. Related materials are appended. (RH)

ED 318 653 SO 020 594

Prostano, Emanuel T.; Prostano, Joyce S.
Educators Guide to U.S. Patents.
REPORT NO.- ISBN-0-944397-06-9
PUB DATE- 89
NOTE- 109p.
AVAILABLE FROM- In-Time Publications, P.O. Box 9541, New Haven, CT 06535 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Awards; *Critical Thinking; Educational Resources; Elementary Secondary Education; Innovation; *Inventions; *Patents; Social Studies; Technology Transfer
There are more than 4.8 million patents in the U.S. Patents File. It is the most comprehensive collection of technological information in the world. By their nature, patents are "teaching" documents, and are used as a source of basic information, as a vehicle for teaching critical and creative thinking, and in many school "invention programs." This guide provides information about patents and important resources available to educators and others interested in exploring actual and potential uses of patents. Chapter 1 gives a brief background on patents. Chapter 2 lists inductees into the National Inventors Hall of Fame, recipients of the Inventor of the Year Award, and information on student competitions. Chapter 3 gives information on organizations that can help educators and students learn more about patents. Chapter 4 provides information on finding and using patents. Chapter 5 gives statistics on patent activity in the United States. Chapter 6 presents three selected bibliographies of sources: books about inventions and inventors; books about patents and trademarks; and books and articles about thinking. Appendices contain a sample patent and sample trademarks. An index is included. (AS)

ED 318 719 SP 032 267

Seidenberg, Sharon I.; And Others
The Effects of Daily Physical Education on the Fitness Levels of Elementary School Students.
PUB DATE- Dec 89
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cardiovascular System; Elementary Education; *Elementary School Students; *Exercise; *Physical Activities; Physical Development; Physical Education; *Physical Fitness
To determine the status of students' physical fitness, a test battery consisting of pullups, curlups, shuttle run, and one-mile walk/run was administered to both sexes. The mean fitness test results of 9-year-old students from a school participating in physical education five times a week were compared to the mean fitness test results of 9-year-old students from other schools in the same school corporation in which students participated in physical education twice a week. The experimental group means were also compared to national means. The results showed that school means for both boys and girls on all four fitness tests were higher than the corporation means, showing significant differences in the pullup test. The school means were higher than the national means for both the pullup test for girls and the curlup test for boys. (Author)

ED 318 735 SP 032 387

Houston, W. Robert, Ed.; And Others
Handbook of Research on Teacher Education: A Project of the Association of Teacher Educators.
Association of Teacher Educators, Reston, Va.
REPORT NO.- ISBN-0-02-901081-0
PUB DATE- Apr 90
NOTE- 925p.
AVAILABLE FROM- Macmillan Publishing Co., 866 Third Ave., New York, NY 10022 ($65.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Beginning Teacher Induction; Career Development; *Educational Research; Governance; Higher Education; Inquiry; *Inservice Teacher Education; *Preservice Teacher Education; Program Evaluation; *Schools of Education; *Teacher Education Curriculum; Teaching (Occupation)
This volume is a definitive guide to what is known about the preparation of teachers, induction into the tasks of teaching, and career teacher development. It is designed for educators responsible for preservice teacher education and inservice staff development. The articles are organized in nine sections under the following heads: (1) Teacher Education as a Field of Inquiry; (2) Governance of Teacher Education; (3) Contexts and Models of Teacher Education; (4) Participants in Teacher Education; (5) Curriculum of Teacher Education; (6) Processes of Teacher Education; (7) Evaluation and Dissemination; (8) Teacher Education in the Curricular Areas; and (9) Broadened Perspectives of Teacher Education. The book analyzes the knowledge base undergirding teacher education; examines unique approaches in 11 disciplines; explores research methodology and philosophical inquiry, and historical studies; and suggests areas for future research. (JD)

ED 318 749 TM 014 763

Medina, Noe; Neill, D. Monty
Fallout from the Testing Explosion: How 100 Million Standardized Exams Undermine Equity and Excellence in America's Public Schools. Third Edition (Revised).
National Center for Fair and Open Testing (FairTest), Cambridge, MA.
PUB DATE- Mar 90
NOTE- 80p.
AVAILABLE FROM- FairTest, 342 Broadway, Cambridge, MA 02139 ($8.95).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Administrators; Construct Validity; Content Validity; Educational Assessment; Educational Change; *Educational Quality; Elementary Secondary Education; Equal Education; Multiple Choice Tests; Public Schools; *Standardized Tests; State Departments of Education; Surveys; *Testing Problems; Test Use
IDENTIFIERS- *Performance Based Evaluation
Standardized tests often produce results that are inaccurate, inconsistent, and biased against minority, female, and low-income students. Such tests shift control and authority into the hands of the unregulated testing industry and can undermine school achievement by narrowing the curriculum, frustrating teachers, and driving students out of school. It is contended that, as a whole, standardized tests do not measure much. Current standardized multiple-choice tests are severely flawed, based on assumptions about human ability that cannot be proven, with inadequate content and construct validity. An agenda for test reform calls for the use of "authentic" or "performance-based" evaluation, using properly constructed, validated, and administered tests. Schools, test-takers, and independent researchers should have access to data needed to verify test publishers' claims about their tests. Both test developers and test users have the obligation to promote proper, reasonable, and limited use of standardized tests as one of a series of assessment mechanisms. Appendix A presents results of a survey of officials from all states and from 56 sample school districts in 38 states focusing on the use of standardized tests. Appendix B discusses "authentic evaluation." A 72-item annotated bibliography is included. (SLD)

ED 318 832 UD 027 427

Reisner, Elizabeth R.; And Others
A Review of Programs Involving College Students as Tutors or Mentors in Grades K-12. Volume I.
Policy Studies Associates, Inc., Washington, DC.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 89
NOTE- 73p.
CONTRACT- LC89089001
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College School Cooperation; *College Students; *Disadvantaged Youth; Elementary Secondary Education; *Federal Programs; Higher Education; Literature Reviews; *Mentors; Program Descriptions; *Program Effectiveness; *Tutorial Programs; Tutors; Volunteers

This document comprises the first volume of a three-volume study, mandated by the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, on domestic and foreign tutoring programs for disadvantaged elementary and secondary students that involve college students. This volume summarizes the results of the mandated study, which was expanded to include mentoring programs. The programs had the following positive effects on disadvantaged students: (1) improved test scores, grades, and overall academic performance; (2) improved motivation and attitude towards education; (3) increased familiarity with environments other than their own; and (4) improved self-esteem and self-confidence. The programs had the following positive effects on college students: (1) they obtained practical experience and improved leadership and communication skills; (2) developed a greater commitment to community service; and (3) increased their self-esteem and self-confidence. Positive effects were associated with programs with the following structures: (1) defined time commitments from tutors and mentors; (2) systematic screening of prospective tutors and mentors and matching with younger students; (3) thorough training and monitoring of tutors and mentors; and (4) close relations between the sponsoring colleges and participating school systems. The following federal programs could provide assistance to tutoring and mentoring programs: (1) Chapter 1 and 2 of the Elementary and Secondary Education Act; (2) the Fund for the Improvement of Postsecondary Education; and (3) the College Work Study Program. Statistical data are included on 16 tables. A list of 15 references is appended. (FMW)

ED 318 453 IR 014 368

Evaluating the Use of Technology in Schools: What We Are Learning. Research Bulletin #2.
Center for the Study of Educational Technology, St. Paul, MN.
PUB DATE- Nov 89
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Instruction; *Computer Managed Instruction; Drills (Practice); *Educational Technology; Elementary Secondary Education; High Risk Students; Instructional Design; *Program Evaluation; Remedial Instruction; Science Instruction; *Teaching Methods
IDENTIFIERS- Apple Classroom of Tomorrow

The seven papers in this collection focus on effective teaching strategies for using technology, the evaluation of school technology programs, and the design and use of technology-related products. Titles of the individual papers are (1) "Student Empowerment in a High Computer-Access Environment--An Exploratory Study (ACOT Report No. 1)" (Charles Fisher); (2) "The Influence of High Computer Access on Students' Thinking: First- and Second-Year Findings (ACOT Report No. 3)" (Robert Tierney); (3) "At-Home Remediation via Technology: An Exploratory Study of a Computer Loan Program" (Gregory Sales and Jason Earle); (4) "A Case Study of a School District's Investigation of Computer-Managed Instruction" (Jason Earle and Gregory Sales); (5) "The Current Availability and Use of Computers in Science Education Grades 7-12 in Minnesota" (Frances Lawrenz, Elizabeth Thornton, and Richard Clark); (6) "A Report of an Evaluation Study of the Computer Applications Now (CAN--Computer Applications Now) Project" (Richard Kimpston and others); and (7) "Frequency and Spacing of Drill and Practice in the Learning of Verbal Information Using a Computer-Based Drill" (S. Del Marie Rysavy). Most of the papers include references. Additional resources on research in educational technology and specifications for manuscripts submitted to the Center for the Study of Educational Technology are also provided. (GL)

ED 318 495 JC 900 196

Crouse, Joan M.
Core Curriculum Project (September 15, 1986-September 14, 1988).
Hilbert Coll., Hamburg, NY.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, D.C.
PUB DATE- 88
NOTE- 132p.; Appendixes contain light, broken type and may not reproduce well.
GRANT- G008642164
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Committees; Community Colleges; *Core Curriculum; Course Descriptions; Course Evaluation; *Curriculum Development; Financial Support; *General Education; Liberal Arts; *Participative Decision Making; Two Year Colleges
In 1982, a committee was formed to review, evaluate, and adjust the liberal arts core curriculum of Hilbert College in New York State. After completing its initial review, the committee concluded that, while there was a general appreciation within the college community for the current liberal arts core, a sufficient integration of the various components was lacking. A proposal was drafted to redesign the curriculum to provide students with: (1) a sound command of college-level liberal arts skills; (2) a breadth of exposure to the various liberal arts disciplines through a liberal arts distribution component; and (3) a capstone experience provided through one of 11 new interdisciplinary core courses. The curriculum proposal and a 2-year plan for implementation met with administrative and faculty approval. While the first two components of the core curriculum required only minor adjustments in existing programs, the development of the new interdisciplinary core courses involved the solicitation of faculty-generated course proposals, the provision of summer stipends or release time to faculty for course development, and the opportunity for faculty to enroll in graduate courses or attend conferences or workshops. Implementation also included faculty development workshops and guest lectures to prepare instructors to teach the new courses and the building of a supportive library of instructional materials. Student evaluations and faculty self-evaluations conducted for the first time in spring 1987 were highly favorable. Appendixes include course descriptions, conference programs, conference and student evaluation forms, and course outlines. (JMC)

ED 318 508 JC 900 225

Spanbauer, Stanley J.; Hillman, Jo Ann
Quality First in Education... Why Not? Using Quality and Productivity Methods To Improve Schools.
Fox Valley Technical Coll., Appleton, WI.
PUB DATE- 87
NOTE- 215p.
AVAILABLE FROM- FVTC Bookstore, Fox Valley Technical College, 1825 N. Bluemound Dr., P.O. Box 2277, Appleton, WI 54913-2277.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Community Colleges; Educational Economics; *Educational Improvement; *Educational Objectives; Educational Planning; Educational Quality; Educational Strategies; Models; Program Descriptions; *Quality Control; Technical Education; Two Year Colleges; Vocational Schools
A description is provided of the implementation at Fox Valley Technical College (FVTC), Wisconsin, of the Quality First Process Model, which was adapted from a model commonly used in manufacturing and service industries. The model uses private sector quality and productivity procedures and new management styles to serve students more effectively, create a better environment for students and employees, and maintain a cost-effective organization. The book's 10 chapters contain information on the following: (1) background information on Quality First processes and productivity models; (2) elements of the Philip B. Crosby quality model and FVTC's implementation of Crosby's 14-step process; (3) effective strategic planning; (4) a curriculum development approach which supports competency-based education; (5) a perpetual enrollment/graduation plan; (6) economic development; (7) the use of technology in education; (8) partnerships between technical colleges and high schools and four-year universities; (9) responsibilities of the Quality First instructor in the technical college; and (10) special challenges faced when implementing formal quality processes. Appendixes include an acronym reference list, recommended books on quality and productivity, initial long-range targets, an implementation timeline, the coordinator job description, key guiding principles, Crosby's definition of "Zero Defects," and a list of the members of the FVTC District Planning Council. (WJT)

ED 318 521 JC 900 246

An Assessment of College and Vocational Preparatory Programs: Report and Recommendations of the Postsecondary Education Planning Commission. 1990-Report 8.
Florida State Postsecondary Education Commission, Tallahassee.
PUB DATE- 19 Apr 90
NOTE- 91p.; Appendices A and B (Florida statutes and regulations) virtually illegible. Prepared in response to Specific Appropriation 587 of the 1989 General Appropriations Act, Chapter 89-253, Laws of Florida.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrative Organization; Basic Skills; College Faculty; *College School Cooperation; Community Colleges; Educational Assessment; Enrollment; Higher Education; *Instructional Student Costs; Intercollegiate Cooperation; Program Costs; *Remedial Programs; School Holding Power; State Legislation; State Surveys; State Universities; *Statewide Planning; Student Characteristics; *Student Placement; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Florida

In 1989, a study was conducted to assess college and vocational preparatory programs in Florida's community colleges and at Florida A & M University. With respect to college preparatory programs in Florida, the study looked at organizational structure, state-level coordination, student placement, enrollment, student characteristics, program descriptions and evaluations, student retention and progression, performance on the College-Level Academic Skills Test, faculty, relations with the state university system, and funding. Regarding vocational preparatory education, the study investigated organizational structure, entry-level testing, enrollment, student characteristics, delivery of instruction, remediation and retention, and funding. Major issues emerging from the study were state-level coordination, financing, placement in preparatory programs, completion of preparatory requirements, and postsecondary/secondary coordination. Recommendations developed to address these issues included the following: (1) the Division of Community Colleges (DCC) and the Division of Vocational, Adult, and Community Education (DVACE) should each conduct a program review of vocational preparatory programs by no later than 1992-93; (2) one comprehensive annual analysis should be prepared jointly by the DCC, DVACE, and the Division of Public Schools, in order to assist local and state decision makers in evaluating vocational program quality; (3) guidelines should be developed to link special program funds to improved completion rates by college preparatory students; and (4) the appropriateness of current placement examinations and minimum scores for college placement should be periodically assessed. Appendixes include Florida statutes and codes related to preparatory programs, course approvals and designated area vocational education schools, selected results from surveys of remedial program and vocational deans, and vocational and college preparatory cost analyses. (WJT)

ED 318 578 PS 018 769

Marx, Elisabeth; And Others
Raising Child Care Salaries and Benefits: An Evaluation of New York State Salary Enhancement Legislation.
Bank Street Coll. of Education, New York, N.Y.; Center for Public Advocacy Research, New York, NY.
PUB DATE- Jan 90
NOTE- 111p.
AVAILABLE FROM- Bank Street College of Education, Division of Research, Design and Policy, 610 West 112th Street, New York, NY 10025 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Caregivers; *Day Care Centers; Early Childhood Education; Labor Turnover; *Program Effectiveness; Program Evaluation; *Salaries; State Legislation; *State Programs; Teacher Recruitment; Teacher Salaries
IDENTIFIERS- *New York; New York (New York); Project Head Start; *Salary Enhancement
Effects of the first year of New York State's salary enhancement program for classroom and supervisory staff in licensed, not-for-profit child care centers, including Head Start, were evaluated. The evaluation was designed to help New York

policymakers assess the effectiveness of this approach to improving child care staff recruitment and retention and to assess its strengths and weaknesses as a model. After a brief introduction, contents focus on background and related work, methodology, problems relating to recruitment and retention of staff before the salary legislation, funding recipients, funding use, program impact on recruitment and retention, program impact on low-income child care, and plans for sustaining the gains of the salary legislation. Evaluation findings suggest that early results of the legislation are promising. In New York City's subsidized day care centers, the only centers which had funding for a full year, turnover rates for classroom and supervisory personnel fell considerably. The allocation of funding across the state was accomplished equitably in accordance with the goals of the legislation. Conclusions are drawn and recommendations offered. An appendix details the evaluation methodology. The text is supplemented by 17 tables of data. (RH)

ED 318 592 RC 017 496

Rubendall, Robert L.
Building Communities through Camping.
PUB DATE- Dec 88
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Camping; *Community; *Participative Decision Making;
*Resident Camp Programs; Summer Programs; Team Training; *Teamwork;
Youth Programs

Summer camp is a type of laboratory for community living. Society's needs have changed from providing a positive summer challenge for idle youth to experimenting with the demands and rewards of working in community groups. Decentralized camping emphasizes the team decision-making approach to teach self-reliance and awareness of democratic responsibilities. Using the dynamics of group theory in staff training and in the supervision of the summer camping experience enhances teambuilding. Based on transactional analysis theory, camp groups move through four stages as they gain independence and assume responsibilities: child, adolescent, adult, and parent. Initially, leadership in the camp group is provided by the counselor but as the group matures, leadership evolves from within. The counselor's role in the maturing group is that of a guide, leading by example, using creative feedback to help campers learn from their actions, and serving as a moderator and facilitator. Several steps are proposed to ensure that campers develop positive attitudes about themselves and their future community roles: (1) structuring decision-making experiences; (2) sharing leadership activities; (3) dealing openly with issues; (4) participating with the group; (5) emphasizing the importance of all group members; (6) creating activity schedules that allow a variety of children to excel; (7) structuring team-building exercises; (8) integrating cliques into the group; (9) approaching problem solving democratically; (10) emphasizing attempt versus outcome; and (11) interpreting the process and the task involved in activities. (ALL)

ED 318 625 SE 051 374

Tisher, Richard P., Ed.
Research in Science Education, Volume 18. Selections of Refereed Papers from the Annual Conference of the Australian Science Education Research Association (19th, Sydney, New South Wales, Australia, July, 1988).
Australian Science Education Research Association.
PUB DATE- 88
NOTE- 322p.
AVAILABLE FROM- Business Manager, Faculty of Education, Monash University, Clayton, Victoria 3168, Australia.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Academic Achievement; Case Studies; Cognitive Development; *College Science; *Elementary School Science; Elementary Secondary Education; Foreign Countries; Higher Education; *Misconceptions; Problem Solving; *Professional Development; Science Activities; Science Education; Science Teachers; *Secondary School Science; Student Projects; *Teacher Education; Teaching Methods
IDENTIFIERS- Australian Science Education Research Assn; *Science Education Research

Selections of papers from the 19th annual conference of the Australian Science Education Research Association are presented in this volume. A diversity of themes are addressed and include new topic areas as well as concerns that have been cited in previous issues. These papers focus on issues including: (1) students' misconceptions; (2) classroom practices and processes; (3) professional development; (4) scientific literacy; and (5) the history of scientific ideas. Research notes, the addresses of authors, and guidelines for the submission of papers are also provided. (CW)

ED 318 687 SO 020 842

Whitaker, William H.; And Others
Bread for the World Membership Survey and Analysis Project. Final Report.
Maine Univ., Orono. Dept. of Sociology and Social Work.
SPONS. AGENCY- Bread for the World Educational Fund, Washington, DC.
PUB DATE- 30 Jun 86
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Group Membership; Hunger; Individual Characteristics; Mail Surveys; *Participant Characteristics; Questionnaires; Social Science Research; *Statistical Analysis; World Problems
IDENTIFIERS- *Bread for the World
This survey was conducted in 1984 of current and former members of Bread for the World (BFW) in order to further understanding of the characteristics, attitudes, level of participation, and needs of people involved with hunger issues and the needs of hungry people. A questionnaire was mailed to 1,296 current and 738 former members. This final report presents the findings of that survey. The demographic characteristics, religious and political beliefs and attitudes, and commitment to and participation in Bread for the World are analyzed for both current and former members. Few differences were found between the two groups in this area, although former members may be more politically conservative. Bivariate analyses were conducted of the characteristics of activists, of low income and minority members, of changes in the characteristics of BFW members over time, and of why people do not renew their memberships. Activists were considerably more liberal than nonactivists and were less alienated from the political process than nonactivists. The total number of minority group members in the sample was too small to analyze. Low income members were strikingly similar to the remainder of BFW members in every way except income. There were only slight differences between earlier and more recent members. There were no sizable and consistent differences between people giving different reasons for not renewing their memberships. The report concludes with a discussion of possible areas for future research. (JB)

ED 318 778 TM 014 879

Rothenberg, Lori; Hessling, Peter A.
Applying the APA/AERA/NCME "Standards": Evidence for the Validity and Reliability of Three Statewide Teaching Assessment Instruments.
PUB DATE- Apr 90
NOTE- 58p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Construct Validity; Educational Assessment; Elementary Secondary Education; Meta Analysis; State Departments of Education; State Programs; *State Standards; *Teacher Evaluation; Testing Programs; Test Reliability; *Test Validity
IDENTIFIERS- Florida; Florida Performance Measurement System; Georgia; North Carolina; *Standards for Educational and Psychological Tests; Teacher Performance Appraisal Scale; Teacher Performance Assessment Instrument
The statewide teaching performance assessment instruments being used in Georgia, North Carolina, and Florida were examined. Forty-one reliability and validity studies regarding the instruments in use in each state were collected from state departments and universities. Georgia uses the Georgia Teacher Performance Assessment Instrument. North Carolina uses the Teacher Performance Appraisal Instrument. Florida uses the Florida Performance Measurement System. The 41 studies were critiqued using the "Standards for Educational and Psychological Tests" of the American Psychological Association (APA), American Association for Educational Research (AERA), and the National Council on Measurement in Education (NCME). The focus was on evaluating the evidence found for the primary standards described in the "Standards." Results indicate that all three states needed further evidence of construct validity, criterion-related validity, and reliability when the instruments were used in different contexts. A 47-item list of references is included. Three appendices provide summaries of the competencies and functions measured by each instrument. (SLD)

ED 318 819 UD 027 391

Grannis, Joseph; And Others
Evaluation of the New York City Dropout Prevention Initiative. Final Report on the High Schools for Year Three, 1987-88. Part One: Program Description, Findings, and Recommendations.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
SPONS. AGENCY- New York City Board of Education, Brooklyn, N.Y.
PUB DATE- 25 Oct 89
NOTE- 274p.; For Part 2, see UD 027 392; for 1986-87 report, see ED 306 331.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Community Organizations; *Dropout Prevention; *Dropout Programs; High Risk Students; *High Schools; Program Descriptions; Program Evaluation; *Program Implementation; Secondary Education; *Urban Schools
IDENTIFIERS- Attendance Improvement Plan; Collaboratives; Dropout Prevention Program; *New York (New York); Operation Success
This document comprises part 1 of a two-part evaluation of the third-year implementation of the New York City Board of Education's 3-year high school Dropout Prevention Initiative (DPI). It describes the DPI and presents the evaluation findings and recommendations. (Part 2 comprises reports on 8 special substudies of the program in year 3.) The DPI consisted comprised of the Dropout Prevention Program (DPP), which was implemented in 10 schools, and the Attendance Improvement/Dropout Prevention program (AIDP), which was implemented in 3 schools.) The majority of the 4,781 students targeted for services in 1987/88 had at least 40 absences during the previous school year, at least 20 absences during the prior spring, and/or had failed 3 or more courses during the previous year. The following intervention models were implemented: (1) six schools used a modified systemic model, with the bulk of funding used for school-wide improvements and some funds for services provided by community-based organizations (CBOs); (2) four schools used a modified CBO model, with the bulk of funding used for the CBO-sponsored Operation Success program and a moderate amount of funding for school-wide improvements; and (3) three schools used an AIDP school-with-CBO model, with most funding used for Operation Success but with substantial participation by tax-levy school staff. Overall, the program fell far short of its goals to improve students' attendance and rate of course passing. Recommendations for improvement focus on the need for program goals to be more closely incorporated into service planning, increased emphasis on school improvement, and the importance of a school-based planning process. Statistical data are included on 66 tables and 14 graphs. (FMW)

ED 318 606 RC 017 514

Parnwell, E. C.
The New Oxford Picture Dictionary, English/Navajo Edition.
REPORT NO.- ISBN-0-19-434362-6
PUB DATE- 89
NOTE- 142p.; Translated by Marvin Yellowhair.
AVAILABLE FROM- Oxford University Press, 200 Madison Avenue, New York, NY 10016 ($6.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- American Indian Education; *Bilingual Instructional Materials; Limited English Speaking; *Navajo; *Second Language Instruction
IDENTIFIERS- Navajo (Nation)

This picture dictionary illustrates over 2,400 words. The dictionary is organized thematically, beginning with topics most useful for the survival needs of students in an English speaking country. However, teachers may adapt the order to reflect the needs of their students. Verbs are included on separate pages, but within topic areas in which they are most likely to occur. The colored pictures place the words in such contexts as the supermarket, kitchen, library, armed forces, ballfields, and science lab. Pictures illustrate many diverse subjects such as common prepared foods, ailments and injuries, fish and reptiles, dance and theater, and jewelry and cosmetics. There are maps of the world, the United States, and the universe. Each illustration is identified with the appropriate English word and its Navajo translation. The appendix contains a pronunciation guide with alphabetic lists of English words and a separate index of the words in Navajo. Additional teaching materials are available to accompany the dictionary. (DHP)

ED 318 640 SE 051 394

Oakes, Jeannie
Lost Talent: The Underparticipation of Women, Minorities, and Disabled Persons in Science.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-8330-1008-5; RAND/R-3774-NSF/RC
PUB DATE- Feb 90
NOTE- 114p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Cognitive Ability; *Disabilities; *Educational Environment; Elementary Secondary Education; *Females; Higher Education; Mathematics Education; *Minority Groups; *Science Careers; Science Education; *Social Influences; Student Attitudes; Student Participation

This report reviews research on the relationship between educational practices and policies and the low rates of participation of women, minorities, and disabled persons in science related careers. The information presented is designed to contribute to the discussion of how schools might create conditions that will help underrepresented groups prepare for careers in science and mathematics. The report has two central messages, there is much that is not understood about the low participation rates of these groups and what is known suggests that there are alterable features of schools that appear to constrain participation. The document discussed the following issues: (1) the current status and policy concerns involved in this issue; (2) the scientific pipeline; (3) cognitive and attitudinal factors; (4) school factors; (5) societal factors; (6) intervention strategies; and (7) further research. A list of over 200 references is appended. (CW)

ED 318 703 SP 032 206

Olson, Mary W., Ed.
Opening the Door to Classroom Research.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-746-2
PUB DATE- 90
NOTE- 169p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- *Action Research; *Classroom Research; Educational Researchers; Elementary School Teachers; Elementary Secondary Education; *Inquiry; Instructional Improvement; *Research Methodology; Secondary School Teachers; Teacher Effectiveness; *Teacher Participation; Theory Practice Relationship
IDENTIFIERS- *Teacher Researchers
The idea of the teacher as researcher is presented from several different perspectives--the teacher's, the administrator's, and the university based researcher's--to convey a sense of what it means to be a teacher/researcher. The following chapters are included: (1) The Teacher as Researcher--A Historical Perspective (Mary W. Olson); (2) The Door Is Open. Won't You Come In? (Faye Brownlie); (3) Learning to Research/Researching to Learn (Carol S. Avery); (4) Content Teachers as Researchers in Australia (Bert Morris, Patsy Bopf, and Nea Stewart-Dore); (5) Teaching as Research (Carol M. Santa); (6) Collaborating with Teachers on Research (Andrew C. Porter); (7) Preparing Principals for an Action Research Agenda in the Schools (John J. Beck); (8) Involving School Administrators in Classroom Research (Floyd Sucher); (9) A Model of Teaching and Instructional Improvement (S. Jay Samuels and H. Lawrence Jones); and (10) Commentary--Teachers Are Researchers (Patrick Shannon). (JD)

ED 318 720 SP 032 278

Vollmer, Marian L.; And Others
Student Perceptions of Teaching Competencies.
PUB DATE- Feb 90
NOTE- 19p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, March 28-31, 1990) and at the Conference of the National Association of Laboratory Schools (Chicago, IL, February 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Beginning Teachers; Elementary Education; *Elementary School Students; *Master Teachers; Student Attitudes; *Student Evaluation of Teacher Performance; *Student Reaction; *Teacher Improvement

Elementary school students from kindergarten through eighth grade (N=202) used a Student Perceptions instrument to rate the behaviors of the novice and master teachers with whom they worked routinely. Assessments occurred at the beginning of the school year, in October, and near the end of the school year, in May. A 1989 study using primary grades children as assessors of teaching performance had revealed that students did not differentiate between the performance of novice interns and that of master teachers. This study, using students from primary age to the age of 13, confirmed the results of the previous study. The final results revealed that primary, intermediate, and middle level students consistently rated all of their teachers, master and novice, significantly lower at the end of the year than they had rated them at the beginning of the year. The results were directly opposed to the data obtained from expert and self-assessment studies. While the students discriminated between the competency of interns and master teachers toward the end of the school year, they were also more severe in their judgments of teaching performance toward the end of the year. This report analyses these findings and raises questions for future research. (JD)

ED 318 764 TM 014 817

van Merrienboer, Jeroen J. G.
What Cognitive Science May Learn from Instructional Design: A Case Study in Introductory Computer Programming.
PUB DATE- Apr 90
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cognitive Measurement; Educational Strategies; *Instructional Design; Introductory Courses; *Programing; *Research Methodology; Theory Practice Relationship
IDENTIFIERS- *Cognitive Sciences

The contributions of instructional design to cognitive science are discussed. It is argued that both sciences have their own object of study, but share a common interest in human cognition and performance as part of instructional systems. From a case study based on experience in teaching introductory computer programming, it is concluded that both sciences may reciprocally influence each other. Cognitive science often conducts research on cognitive processes in "silent" instructional strategies, so that guidelines for improving instructional systems are limited to those strategies. Instructional design conducts research on "spoken" instructional strategies, and observations of students working according to those strategies may provide evidence for the importance of particular cognitive processes that are neglected in current cognitive theories. However, these implications are also limited because they cannot lead to detailed descriptions of those cognitive processes. With regard to the tangent plane between cognitive science and instructional design (such as the field of intelligent tutoring systems), it is argued that these sciences must work together to reach their common goals. The ACT theory of skill acquisition is included in the discussion. (Author/SLD)

ED 318 792 TM 014 911

Berdie, Doug R.
High Interview Response Rates: Much Ado about Nothing?
PUB DATE- Apr 90
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Interviews; Meta Analysis; *Response Rates (Questionnaires); *Sampling; Statistical Bias; *Telephone Surveys; *Test Bias
IDENTIFIERS- *Telephone Interviews
The question of how high a response rate is needed in order for telephone surveys to obtain data that accurately represent the entire sample, was investigated via reevaluating results of three previously published studies and reporting on three 1989 studies for the first time. The three previous studies indicated that, if the sample characteristics had been estimated on the basis of respondents rather than the entire sample, the conclusions would have deviated from the true sample by 4.8%, 2.1%, and 2.8%, respectively. In the first of the new studies in 1989, 811 households were telephoned to complete 700 interviews about the likelihood of purchasing savings bonds, for a response rate of 86%. In the second study in 1989, a customer satisfaction study, 149 out of 150 people responded, a rate of 99%. In the third study in 1989, 928 telephone interviews were completed out of 969 households, for a response rate of 96%. Data from all six studies indicated that response rates of at least from 65% to 75% are needed before non-response bias is reduced to a level where it is not likely to have a significant effect on decision making. The reduction in non-response error associated with increasing response rates past the 75% level will not usually justify the cost of such additional effort. Seven tables summarize data from the studies. (SLD)

ED 318 469 IR 014 449

Mikulecky, Larry
Development of Interactive Computer Programs To Help Students Transfer Basic Skills to College Level Science and Behavioral Science Courses.
Indiana Univ., Bloomington.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 88
NOTE- 106p.
GRANT- G008642081
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Content Area Reading; *Fundamental Concepts; Higher Education; Instructional Effectiveness; Models; Program Evaluation; *Reading Comprehension; *Reading Improvement; *Reading Skills; Textbooks; Two Year Colleges; Undergraduate Students
IDENTIFIERS- *Concept Mapping
Interactive computer programs, developed at Indiana University's Learning Skills Center, were designed to model effective strategies for reading biology and psychology textbooks. For each subject area, computer programs and textbook passages were used to instruct and model for students how to identify key concepts, compare and contrast concepts, and graphically map relationships among key concepts. One hundred and eighty-four undergraduate students of matched ability from a major university and from a two-year community college were assigned to treatment and control groups to evaluate program effectiveness. Students who used the program significantly outperformed control group students, and learned strategies transferred to new and unmodeled textbook chapters. Data are presented in tabular form. Appendixes include a copy of a paper presented at the 1987 National Reading Conference, "The Effectiveness of Interactive Computer Assisted Modeling in Teaching Study Strategies and Concept Mapping of College Textbook Material" (L. Mikulecky), and extensive excerpts from the students' and instructors' guides for the project. (Author/GL)

ED 318 533 JC 900 266

Dickie, L. O.
Preconcepts in Physics. Report to the John Abbott College Research and Development Committee.

John Abbott Coll., Sainte Anne de Bellevue (Quebec).
PUB DATE- Apr 88
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Comparative Analysis; Foreign Countries; French Canadians; *High School Students; *Knowledge Level; Language of Instruction; *Mechanics (Physics); *Physics; Science Instruction; *Science Tests; Student Evaluation; Two Year Colleges; *Two Year College Students

This study was conducted to examine the basic conceptual knowledge and understanding of physics possessed by students enrolled in introductory physics, mechanics and waves and optics courses at John Abbott College (JAC). The study used a 36-item multiple-choice test of physics preconcepts developed by Halloun and Hestenes. The Halloun and Hestenes test was administered to 510 JAC students and to 57 high school students at a neighboring feeder high school, and results were compared with Halloun and Hestenes' results of an administration of the test to high school, university, and college students in Arizona. Results were also compared with those of Desautels, who used an 11-item test to assess francophone two-year college students' preconcepts and understanding of uniformly accelerated motion. Study findings included the following: (1) the conceptual knowledge of the Quebec high school students was consistent with that of the Arizona high school students; (2) conventional instruction did little to improve JAC students' and Arizona college students' understanding of mechanics concepts; (3) the mechanics scheme held by most JAC students was comparable to that held by students in other countries; (4) in Quebec, language of instruction did not affect the development of students' understanding of the conceptual framework of mechanics; and (5) Halloun and Hestenes' test could not serve by itself as a placement test for the mechanics course at JAC. (WJT)

ED 318 562 PS 018 745

Butts, Katherine G.
Partners in Excellence: Enriching the Kindergarten Curriculum through Effective Utilization of Community Resources in the School.
PUB DATE- Jun 85
NOTE- 161p.; Master's Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Art Education; *Community Involvement; *Community Resources; Environmental Education; Health Education; *Kindergarten; Nutrition Instruction; *Outreach Programs; *Primary Education; Safety

This document describes a program which used community resources to enrich the kindergarten program. The program was organized into three phases. The phases concerned children's care for their health, care for the environment, and involvement with arts in the community. Resource persons from the community, such as a dentist, a psychologist, a forester, and an artist, came into the classrooms to teach the children about their areas of expertise. Teachers developed objectives for each phase. Pre- and posttests were administered to the children. Evaluation forms, lists of materials and activities, program outlines, and a letter to parents are included in the appendices. (PCB)

ED 318 654 SO 020 642

Reuter, Lutz R.
Minorities in Germany after 1945. Discussion Papers.
Bundeswehr Univ. of Hamburg (West Germany).
PUB DATE- 89
NOTE- 66p.; Presented at the Annual Conference of the German Studies Association (13th, Milwaukee, WI, October 5-8 1989).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cross Cultural Studies; *Cultural Pluralism; Cultural Traits; Ethnicity; *European History; Foreign Countries; *Minority Groups; Sociocultural Patterns; Subcultures
IDENTIFIERS- Germany; *West Germany
Members of minority groups in Germany were subjected to extreme forms of repression and in some cases extermination at the hands of the Nazis. Today, for many different reasons, members of minority groups are living in West Germany again. This paper presents the experience of minorities in West Germany since 1945 in light of the following factors: German history, living conditions, language skills, educational situation, political organizations, cultural activities and contributions, and the way minorities see themselves within the society. Minority-majority relations are especially considered as they constitute significant indicators for the political culture of West Germany or any other country. Four different minority groups are examined: Jews, Sinti and Roma (gypsies), Danish, and labor immigrants. The increasing ethic and cultural diversity of West Germany, and, indeed, all of Europe, is already a fact, but its consequences will depend on the attitudes of the citizens and the public policies pursued. Major policy areas include: the legal status and political rights of minorities, the equality of opportunities in terms of equal access to public goods, and the promotion of minority cultural activities. A 121-item bibliography is included. (DB)

ED 318 670 SO 020 788

Computers in the American History Classroom.
New York City Board of Education, Brooklyn, NY. Div. of Computer Information Services.; New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-0-88315-908-2
PUB DATE- 88
NOTE- 304p.
AVAILABLE FROM- New York City Board of Education, Curriculum Unit, Rm 310, P.S. 206, Neck Road and East 22 Street, Brooklyn, NY 11229 ($17.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; Computer Software; Foreign Policy; Government (Administrative Body); *History; Legislation; Map Skills; Microcomputers; Resource Materials; Secondary Education; Secondary School Curriculum; *United States History
IDENTIFIERS- United States Constitution
This guide demonstrates the many ways in which social studies departments can use microcomputers to teach U.S. history. Computers can be used to enhance the learning process by assisting students in recording and categorizing data, formulating conclusions, and establishing concepts. This guide is intended as a supplement to existing curriculum materials, presenting possible alternative methods for teaching individual topics. Lesson plans for 104 topics are presented and include the topics of U.S. history from early European contact to the present time, technological developments, foreign policy, government and politics, the Constitution, and map skills. Appendices included are: (1) "The Constitution of the United States of America"; (2) "Amendments to the Constitution"; (3) "Software Used in This Text"; (4) "Software Duplication Guidelines"; (5) "Copying Public Domain Diskettes--MS DOS"; (6) "Copying Public Domain Diskettes--Apple II"; (7) "Caring for Your Diskettes"; and (8) "For More Help...." A two-page questionnaire on use of and satisfaction with the guide is also included. (AS)

ED 318 736 SP 032 404

Smith, Arthur E.; And Others
Codes of Ethics for Selected Fields of Professional Education.
PUB DATE- 90

NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Administrators; *Codes of Ethics; *Counselors; Elementary Secondary Education; Professional Associations; *Public School Teachers; *Special Education Teachers

This compilation of selected codes of ethics was drawn up to apprise prospective and practicing classroom teachers, special education teachers, administrators, and counselors of the accepted ethics codes pertinent to their respective fields. Section one, for classroom teachers, presents the code of ethics of the National Education Association and that of the Missouri State Teachers Association. Section two, addressed to teachers of exceptional children, consists of the document, "Professional Standards, Rights, and Responsibilities of the Council for Exceptional Children." Section three presents a statement of ethics for public school administrators approved by the National Association of Secondary School Principals in 1973. Section four provides codes of ethics for school counselors prepared by the American School Counselor Association and the American Association for Counseling and Development. (JD)

ED 318 483 IR 053 143

Newins, Nancy, Ed.
Directory of Academic Library Instruction Programs in Virginia.
Virginia Library Association, Richmond.
PUB DATE- 89
NOTE- 98p.
AVAILABLE FROM- Virginia Library Association, Library Instruction Forum, Carrier Library, James Madison University, Harrisonburg, VA 22807 ($7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; Higher Education; Instructional Materials; *Library Instruction; Library Surveys; Organizational Objectives; Program Descriptions; Questionnaires
IDENTIFIERS- *Virginia

In January 1989, the Library Instruction Forum of the Virginia Library Association sent a two-page questionnaire to each of the 82 academic libraries in Virginia to obtain information on current bibliographic instruction activities within the state. Designed to encourage cooperative development of new instructional programs and techniques and facilitate an exchange of ideas among Virginia academic libraries regarding library instruction, this edition of the directory updates the 40-page directory published in 1977. Data from the 76 responding libraries (93%) were entered in a computer database and a subject index to the individual library records was compiled. The bulk of the resulting directory features profiles of individual library programs. Arranged alphabetically by institution name, each entry provides information on the administration of the program; the instructional materials used; orientation tours; separate courses offered; instruction for freshman and upper-level students; the use of competency tests; the presence of written goals and objectives and formal program evaluation; and current projects. A list of institution symbols--i.e., the OCLC symbol for member libraries or a specially designated symbol for nonmembers--is provided as well as a subject index to directory data and a copy of the survey questionnaire. (SD)

ED 318 548 PS 018 719

Guynn, Stephen J.
Evaluation of the Indianapolis Public Schools' Montessori Option (K-6) Pupil Progress Report. Volume III: Appendix.
Indianapolis Public Schools, Ind.
PUB DATE- May 89
NOTE- 57p.; For other volumes in this report, see PS 018 717-718. Portions of document contain light and broken type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; *Montessori Method; Nontraditional Education; *Parent Attitudes; Program Evaluation; *Program Improvement; *Public Schools; Questionnaires; *Report Cards; Research Design; Tables (Data)
IDENTIFIERS- *Indianapolis Public Schools IN
Parents and guardians of children in the Indianapolis Public Schools' Montessori Option Program for kindergartners through sixth graders were surveyed. Parents and guardians were surveyed on: (1) the pupil progress report, which was used on a pilot basis during the 1988-89 school year; (2) the Montessori method; (3) strengths and weaknesses of the program; and (4) changes the program needed. The survey instrument consisted of a section on respondent characteristics, 32 closed-ended questions, and 3 open-ended questions. The five sections of the survey introduced the topics of the evaluation key, report card headings and philosophy, report card delivery to parents and guardians, and basic principles of the Montessori method. The survey elicited parent opinions about the program. The households of 536 pupils and 50 school staff members in the 3 Montessori Option elementary schools received questionnaires. This appendix to the main report provides: (1) survey design input from parents, teachers, and others; (2) the Montessori Option Pupil Progress Report Survey; and (3) parent and teacher responses for each item. (RH)

ED 318 750 TM 014 766

Maycock, George
The Three-Fingers Technique: Does It Reduce Test Anxiety?
PUB DATE- 88
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Higher Education; Questionnaires; Relaxation Training; *Stress Management; *Student Attitudes; *Test Anxiety; Testing Problems
IDENTIFIERS- Focusing Strategies; Silva Mind Control; *Three Fingers Technique
The utility of brief exposure to a mental focusing aid, the Three-Fingers Technique (TFT), in reducing test anxiety was studied for 15 college students. One week before their final examination, the students were given a 15-minute classroom introduction to the TFT, part of the Silva Mental Training Method (1983). After the introduction to this conditioned trigger that assists in improving mental focus and concentration, students participated in a 15-minute relaxation exercise and received instructions on using the method for studying and for taking tests. A Likert-type questionnaire was used to determine student attitudes about the technique and its use. Almost all of the students (80%) felt that the relaxation exercise was helpful. All of the students reported that they felt anxiety on previous tests. Of the 13 students who used the technique, during the exam, 8 felt less anxiety than on previous tests, 3 maintained the same level of anxiety as on previous tests, and 2 felt more anxious than on previous tests. In an evaluation of aspects of the course, students ranked the relaxation exercise third in usefulness, after the course textbook and course lectures. One bar graph is included. (SLD)

ED 318 806 UD 027 283

Undereducated Uncompetitive USA.
Union Carbide Corp., Danbury, CT.
PUB DATE- 89
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Corporate Education; *Corporate Support; *Educational Change; *Educational Improvement; Educational Quality; Elementary Secondary Education; Futures (of Society); *Labor Force Development; Labor Needs; School Business Relationship
IDENTIFIERS- *Union Carbide

This study of the status of public education in the United States attempts to determine the implications for Union Carbide and recommends a role for the corporation in addressing national education issues. The report focuses on how well the education system is meeting the economic interests of our country and the company. The following chapters are included: (1) "Evaluating the Status of Education"; (2) "Implications of Findings"; (3) "What Needs to be Done"; (4) "Obstacles to Change"; and (5) "Proposed Union Carbide Response." The task force's research indicates that there is a critical problem with the American educational system and it is much misunderstood, and that there is a need for drastic systematic reforms. Union Carbide's proposed role in reforming education includes the following components: (1) a powerful information campaign to change public attitudes toward education; (2) a leadership role in creating a national coalition to establish educational goals; (3) demonstration programs of school reform in two Carbide communities; and (4) an internal information program to raise employee awareness of the education issue and to encourage parents to become more active in their children's schools. A list of 41 notes is included, along with a description of the research process. Synopses of 14 speeches from the Union Carbide Corporation Forum on Emerging Education Issues are presented. (JS)

ED 318 833 UD 027 428

Strategies for Dropout Prevention.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 89
NOTE- 41p.
CONTRACT- 400-86-0009
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; *Dropout Prevention; *Dropout Programs; Economically Disadvantaged; *High Risk Students; Minority Group Children; *Nontraditional Education; Parent Participation; Program Descriptions; Secondary Education; *Secondary Schools; *Social Services

This report provides descriptions of strategies for dropout prevention at the secondary level and presents examples of programs that successfully utilize these strategies. The information is based on data from a review of nearly 200 programs at secondary schools across the four-state Western region that includes Arizona, California, Nevada, and Utah. This report is divided into two sections. Section 1 describes the following strategies for dropout prevention: (1) involve business, community, and parents; (2) offer alternative schedules and sites; (3) reduce program size; (4) target special populations; and (5) provide appropriate services. Section 2 provides brief descriptions of the following promising secondary school dropout prevention programs: (1) Comprehensive Training for High-Risk Youth; (2) The Health Academy; (3) Washoe High School; (4) Teenage Pregnancy and Parenting Project; (5) Mountainland Tutorial and Vocational Education Program; (6) CLassroom Intervention Program; (7) Tucson Dropout Prevention Collaborative; (8) Project Success; (9) Newcomer High School; and (10) ACE. These programs provide regional representation and include at least one program from each of the states in which programs were reviewed. They also represent a variety of approaches, and each successfully utilizes several of the strategies presented in this report. The name and address of a contact person for each is included. A list of 27 references and one table are included. (JS)

ED 318 454 IR 014 369

Chauvenne, Sherry; And Others
Introduction to Computers: Parallel Alternative Strategies for Students. Course No. 0200000.
Palm Beach County Board of Public Instruction, West Palm Beach, Fla.
SPONS. AGENCY- Florida Diagnostic and Learning Resources System, West Palm Beach.
PUB DATE- 89
NOTE- 499p.
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Graphics; *Computer Literacy; *Computer Software; *Databases; Emotional Problems; Instructional Materials; Learning Disabilities; Mainstreaming; *Problem Solving; Secondary Education; Spreadsheets; Supplementary Reading Materials; Telecommunications; Textbooks; *Word Processing; Workbooks
Parallel Alternative Strategies for Students (PASS) is a content-centered package of alternative methods and materials designed to assist secondary teachers to meet the needs of mainstreamed learning-disabled and emotionally-handicapped students of various achievement levels in the basic education content

courses. This supplementary text and workbook for an introductory computer course is divided into 14 chapters which address such topics as how computers work, computer hardware, computer software, problem solving with computers, an introduction to BASIC, word processing, databases and computer communication, spreadsheets and graphics programs, computer crime and abuse, computers and careers, and supercomputers of the future. Each chapter contains a teacher's guide (which includes intended learning outcomes, suggested learning activities, and a list of vocabulary words for each unit) and student materials (including study sheets, textbook work sheets, work sheets, and sample tests). Also included are answer keys for the tests and software worksheets. (GL)

ED 318 496 JC 900 203

Phelan, Daniel J.; Kirkland, Travis P.
A Study of the Relative Effect of the Community College on Transfer Students: Achievement and Satisfaction.
PUB DATE- 22 Apr 90
NOTE- 33p.; Paper presented at the Annual Meeting of the Council of Universities and Colleges at the Annual Convention of the American Association of Community and Junior Colleges (70th, Seattle, Washington, April 22, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Accountability; College Attendance; College Credits; *College Transfer Students; Community Colleges; Higher Education; Mail Surveys; *Outcomes of Education; *Participant Satisfaction; *Student College Relationship; Student Educational Objectives; Two Year Colleges
In 1989, North Iowa Area Community College (NIACC) conducted a study of transfer students to examine the relative effect of college attendance on academic achievement, transfer students' satisfaction with their college experience, and the college's fulfillment of general education goals. The study examined the length of exposure to college effects, as measured by total semester credit hours (SCH) earned, and student satisfaction with NIACC as determined through a mailed survey. Study findings, based on a 61.24% response rate, included the following: (1) a significant relationship existed between SCH earned at NIACC and the level of transfer student satisfaction with NIACC preparation for the workplace; (2) no significant difference or relationship was observed between SCH earned at NIACC and grade point average at graduation from a four-year institution; (3) no difference was observed between SCH and student satisfaction with the extent to which NIACC had prepared them as individuals, citizens, or family members; (4) the number of SCH earned at NIACC had little or no influence to student outcomes. However, the data did prove that the length of community college attendance was not negatively related to selected student outcomes. Appendixes state the purposes and hypotheses of the study, list general education goals, report findings from previous studies on community college effects, present the demographic characteristics of NIACC students, and offer a summary and conclusions. (JMC)

ED 318 509 JC 900 227

Kangas, Jon Alan
Counselor Assessment and Student Success for Fall 1989. Research Report #84.
San Jose/Evergreen Community Coll. District, San Jose, CA.
PUB DATE- 2 Apr 90
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Academic Advising; Academic Records; Basic Skills; College Curriculum; Community Colleges; *Counseling Effectiveness; Counselor Performance; Counselor Role; Educational Counseling; Evaluation Methods; Experiential Learning; Grade Prediction; *Informal Assessment; *Prerequisites; *Student Evaluation; Two Year Colleges; *Two Year College Students
In the San Jose/Evergreen Community College District, course and basic skills prerequisites have been established for all courses. Students who do not have a record of having completed these prerequisites cannot enroll unless they have been assessed by a counselor, have had their prerequisites verified in alternate ways, and have been granted override status for enrollment. In fall 1989, 16,267 overrides were granted based on completion of equivalent coursework, instructor evaluations, life experience, previous degrees, and other reasons. A study was conducted to compare the academic success of students who had completed all course and basic skills prerequisites with that of students who had enrolled on override status. Study findings included the following: (1) 67% of the students who had completed all course and basic skills prerequisites (N=32,248) received an A, B, C, or CR grade, compared to 59% of those who entered on override status; (2) 66% of those granted overrides on the basis of instructor evaluation received a C grade or higher, as did 65% of those with previous degrees, 65% of those with existing college transcripts, and 64% of those granted override based on life experience; (3) the greatest proportion of A and B grades were achieved by students with an override on the basis of previous degrees; (4) only 49% of the students who insisted upon taking a course above their assessment level received a C or better; and (5) overall, the counselors' successfully placed 57% of their students in spring 1988, 59% in fall 1988, 64% in spring 1989, and 59% in fall 1989. (WJT)

ED 318 579 PS 018 770

The Learning Environments of Early Childhood in Asia: Research Perspectives and Changing Programmes.
International Development Research Centre, Ottawa (Ontario).; United Nations Children's Fund, New York, N.Y.; United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 88
NOTE- 45p.; Photographs will reproduce poorly.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cognitive Development; Community Characteristics; Developmental Continuity; *Educational Environment; *Educationally Disadvantaged; Family Environment; Foreign Countries; Guidelines; *Preschool Children; *Program Design; *Research Methodology; Social Development; Workshops
IDENTIFIERS- *Asia Pacific Area; India; Indonesia; Malaysia; Nepal; Philippines; Sri Lanka; Thailand

Highlights of a workshop (held in Bangkok, December 1986) on research perspectives and prospects concerning the learning environment of early childhood are discussed. Researchers and early childhood educators from seven Asian and Pacific nations and resource persons from four continents attended. Participants were asked to explore the home and community environment of preschool children in disadvantaged areas. Participants were to consider implications of the outcomes of their deliberations for the design of home- and institution-based programs in preschool and early primary school education. An introduction in Chapter One is followed by Chapter Two's report on common themes and findings of research reviews and background papers prepared for the workshop. Topics include: (1) community attitudes, beliefs, and perceptions; (2) parental self-image; (3) language stimulation; (4) emotional responsiveness of caregivers; (5) opportunities for exploratory play and appropriate play materials; and (6) behavioral restrictions and types of discipline. Strengths in the children's environments are listed. Chapter Three outlines theoretical frameworks for research. Chapter Four offers conclusions and discusses implications for research and programs. Three appendices provide research outlines, a program design outline, and a list of participants. (RH)

ED 318 593 RC 017 497

Rubendall, Robert L.
A Humanistic Approach to Emotional Risk Management.
PUB DATE- Oct 88
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adventure Education; Experiential Learning; *Outdoor Activities; *Outdoor Education; Program Design; *Risk; Stress Management
IDENTIFIERS- Outdoor Recreation; *Risk Management

Adventure programs attempt to control or limit injuries in high-risk programming. This risk management has concentrated on the physical safety of participants at the expense of emotional and developmental security. In the zeal for accident-free statistics, a highly controlled, directive approach is created that treats individuals according to a presubscribed plan of objectives, rather than as the unique combinations of experiences, fears, skills, and needs that they really are. A two-fold need exists, one for consistency and uniformity to control accidents and the other for individual adaptation and diversity to ensure success. Two of the most important elements in risk management are a positive attitude and an understanding of the real risks to participants involved in the activity. These elements are accommodated by following a sequential learning pattern in which basic skills are mastered before allowing individuals to get in over their heads. Rules are carefully explained and the real dangers isolated to place the responsibility for safety ultimately in the hands of the participants. While most programs have developed a curriculum based on this cumulative approach to physical safety, this strategy has not been applied to the management of psychological risk. Programs must foster development of the same two processes in psychological risk management as those developed in physical risk management, that is, to create a positive attitude towards risk-taking, and to provide a competency-based, sequential approach to the amount of emotional and psychological risk required in each activity. (ALL)

ED 318 626 SE 051 375

Engleson, David C., Ed.; Disinger, John F., Ed.
Preparing Classroom Teachers To Be Environmental Educators. A Report of a Symposium. Monographs in Environmental Education and Environmental Studies, Volume VI.
North American Association for Environmental Education, Troy, OH.
PUB DATE- 90
NOTE- 111p.; For a previous document in this series, see ED 304 332.
AVAILABLE FROM- North American Association for Environmental Education, P.O. Box 400, Troy, OH 45373 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - General (020)
DESCRIPTORS- *College Science; Conservation (Environment); Conservation Education; *Cooperative Learning; Elementary Secondary Education; *Environmental Education; Faculty Development; Higher Education; *Inservice Teacher Education; Natural Resources; *Preservice Teacher Education; Science Education
This monograph includes eight papers which were presented at a joint conference of the Conservation Education Association and The North American Association for Environmental Education in 1989 at Estes Park, Colorado and a summary paper. The first three papers are on preservice teacher education; five discuss inservice teacher education. Papers include the following: (1) "Rethinking Teacher Education Environmentally" (Paul Hart); (2) "Using Cooperative Learning Strategies to Develop Conflict Resolution Skills" (James D. Lubbers); (3) "Perspectives of Pre-service Education Students on Environmental Education Course Work" (Randy Champeau); (4) "Teacher Education in Environmental Education: The 'Grip of Print' and Other Lessons from Distance Education" (Ian Robottom); (5) "Cooperative Model for In-service Environmental Education in the State of Kansas" (Emmett L. Wright); (6) "Student Dropout Prevention:

Teacher In-service Connections to Environmental Education" (Darleen K. Stoner); (7) "A Consortium Approach to Staff Development" (Peggy Cowan); (8) "Environmental Education: The In-service Experience" (Juan A. Sanchez Jr.); and (9) "Professional Development in Environmental Education" (Paul Hart and Ian Robottom). (CW)

ED 318 641 SE 051 395

Zielinski, Edward J.; Smith, Bruce G.
An Evaluation of the Program To Improve Elementary Science (PIES).
PUB DATE- 90
NOTE- 47p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (63rd, Atlanta, GA, April 8-11, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Improvement; Elementary Education; *Elementary School Science; *Evaluation Methods; *Inservice Teacher Education; Longitudinal Studies; *Program Evaluation; Science Education; *Science Teachers; Surveys; Teacher Attitudes; Teaching Methods

The purposes of this study were to determine (1) whether or not the participants of the program demonstrated significant gains in knowledge and attitudes as a result of the courses; (2) whether the gains persisted over time; and (3) if there was an associated increase in the participants' proclivity to do science which was also stable over time. Four instruments were used in this study. The PIES test was a 50 item, multiple choice instrument measuring knowledge and comprehension of basic science content and process. The second instrument used was the Science Attitude Scale for Inservice Elementary Teachers, a 26 item instrument. The third instrument, the Science Proclivity Test, was a 25 item instrument designed to assess teachers' inclination to do activity-oriented science lessons. The PIES Evaluation Project Knowledge Test was a 25 item, multiple choice instrument constructed from the first test. Significant gains were found in the PIES group of teachers compared to a control group and these gains appeared to be stable over the 5 years of the study. Appended are the Science Attitude Scale; the Science Proclivity Test; and the PIES Evaluation Project Knowledge Test. (CW)

ED 318 688 SP 031 813

Letven, Esther
The Regional Staff Development Center of Southeastern Wisconsin.
PUB DATE- Nov 88
NOTE- 12p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (New Orleans, LA, November 19, 1988).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; Career Development; College Faculty; *College School Cooperation; *Collegiality; Elementary Secondary Education; Higher Education; Networks; *Professional Recognition; Program Effectiveness; Public School Teachers; *Resource Centers; *Staff Development
The philosophy and structure of the Regional Staff Development Center capitalize on local expertise and energy. This structure of cooperation affords 4,500 Wisconsin educators the opportunity to learn from each other through alliances, networks, study committees, and specialized roles. Recognizing and showcasing the positive contributions of area educators enhances self-esteem and creates a climate for continuing professional growth. While serving as a clearinghouse for regional resources, the center also acts as a consortial agent for districts seeking grants, making it possible for them to secure resources and implement special projects they would have difficulty doing on their own. The center's basic mission is professional growth for educators throughout their careers. Programs and services incorporate principles of adult learning and thrive on the energy released when educators connect with and learn from one another. College and university faculty offer research and content expertise while public school teachers provide practical knowledge. A number of programs and services have been developed to achieve the center's goals of support, recognition, and training. Examples of center programs which illustrate each of these goals are presented in this paper. (JD)

ED 318 704 SP 032 207

McDonnell, John H.; And Others
Teachers' Career Stages and Availability and Appropriateness of Incentives in Teaching.
PUB DATE- 89
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Development; Career Ladders; Elementary Secondary Education; *Incentives; Merit Pay; *Motivation Techniques; *Professional Development; Teacher Salaries; *Teaching (Occupation)
Evidence on teachers' careers suggests that there are identifiable career stages through which teachers progress. Inherent in these career stages is the need for differentiated teacher incentives and development programs. The premise that the stages of development are important in planning effective professional incentives and development programs is well accepted. A model describing the dynamics of teachers' career cycles offers a view of career progression which reflects influences from environmental factors, both personal and organizational. The components of the career cycle are: (1) preservice, (2) induction, (3) competency building, (4) enthusiastic and growing, (5) career frustration, (6) stable and stagnant, (7) career wind-down, and (8) career exit. Appropriate incentives for each of these career stages are discussed. (JD)

ED 318 765 TM 014 818

Buddemeier, Richard E.; Raivetz, Mark J.

'95 or Bust: Studying Writing in an Urban District as the Class of '95 Heads toward a High Risk, Statewide Graduation Test.

PUB DATE- 90
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Trends; Elementary Secondary Education; Essay Tests; Grade 3; Grade 6; *Graduation Requirements; Longitudinal Studies; Predictive Measurement; Research Methodology; *School Districts; State Programs; Testing Programs; *Urban Schools; *Writing Evaluation; Writing Skills
IDENTIFIERS- New Jersey High School Proficiency Test; Trenton Public Schools NJ; *Writing Samples

In December 1993, children who were in grade 3 in the Trenton Public Schools (New Jersey) in 1985-86 will take a high-risk writing proficiency test to determine whether they will graduate from high school. An emerging study of the writing of the Class of 1995 in Trenton is described as students move toward that test. The activity of studying writing is described as a process of staff development. The study began in 1986 when the first samples of writing were collected from third-grade and sixth-grade students; 868 and 758 papers of third graders in 1986 and 1987, respectively, and 879 and 697 papers of sixth graders in 1986 and 1987, respectively, were analyzed. These samples established a baseline for program evaluation. Further information was collected in a large sampling (688 students) when the students were in grade 6 in 1989 and from random samplings (200-350 papers) in 1987 and 1988. Papers were coded by teacher, class, and school, and filed by grade and year. Scorers used 1986 and 1987 papers to select model papers representing a range of the children's work as developmental markers for the curriculum and as a working baseline and basis for two guides forming a writing evaluation system. The study has revealed much about the writing of children in Trenton schools, and it represents an initial step in finding ways of predicting the success of students and classes. The investigation holds the potential to enable generalizations about Trenton's instructional programs for young writers. Reconstructions of the individual portfolios of students will be a springboard for descriptions of how students in the Trenton schools learn to write. Appendices include a student portfolio profile sheet, two data tables, two graphs, directions and guidelines for teachers administering the preliminary writing tests, and data charts for test results. (SLD)

ED 318 779 TM 014 880

Cheng, Yin-Cheong
The Relationship of Job Attitudes and Organizational Commitment to Different Aspects of Organizational Environment.
PUB DATE- Apr 90
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Factor Analysis; Foreign Countries; Job Satisfaction; *Organizational Climate; Predictor Variables; Secondary Education; *Secondary School Teachers; *Teacher Attitudes; Teacher Characteristics; *Work Attitudes
IDENTIFIERS- Hong Kong; *Organizational Commitment
The manner in which job attitudes and organizational commitment are related to personal attributes and organizational environment was studied for 588 secondary school teachers from Hong Kong. Instruments used to measure these variables are summarized in a table, which also gives psychometric characteristics and validity information. Confirmatory factor analyses and a test of the homogeneity of covariance matrices between the groups preceded the main analysis, which involved 12 organizational measures and 2 personal attribute measures as exogenous variables and 7 commitment and attitude measures as endogenous variables. Findings are

summarized as: (1) organizational commitment and job attitudes are multiple attributes, with their own sensitivities to organizational environment; (2) the impacts of aspects of organizational environment on organizational commitment and job attitudes can be very different in terms of the number of variables affected; (3) leadership style may have positive effects on some aspects of commitment and negative effects on other aspects of commitment; (4) locus of control is closely related to organizational commitment and attitudes and mediates the relationship between these variables and organizational environment; and (5) the length of teaching experience relates to organizational commitment and job attitudes and mediates the relationship of these variables to organizational environment. Four tables complement the study. A 63-item list of references is included. (SLD)

ED 318 820 UD 027 392

Grannis, Joseph; And Others
Evaluation of the New York City Dropout Prevention Initiative. Final Report on the High Schools for Year Three, 1987-88. Part Two: Special Studies of the High School Program in Year Three.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
SPONS. AGENCY- New York City Board of Education, Brooklyn, N.Y.
PUB DATE- 25 Oct 89
NOTE- 168p.; For part 1, see UD 027 391; for 1986-87 report, see ED 306 331. The type is weak on pages 91-168.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Black Students; *Dropout Prevention; *Dropout Programs; *High Risk Students; *High Schools; Program Evaluation; Program Implementation; Research Reports; Secondary Education; Student Attitudes; *Student Characteristics; Urban Schools; Work Experience Programs
IDENTIFIERS- *Dropout Prevention Program; *New York (New York)
This document comprises part 2 of a two-part evaluation of the third-year implementation of the New York City Board of Education's 3-year high school Dropout Prevention Initiative (DPI). It consists of reports on 8 special substudies of the program in year 3 (part 1 describes the DPI and presents the evaluation findings and recommendations.) The following studies are reported: (1) "Early Identification of Dropouts" (K. E. Jewell) compares the early attendance patterns and grade performance of dropouts with those of their peers; (2) "A Qualitative Assessment of Student Experiences over Time, Especially During the Transition from Middle School to High School" (M. G. Reich, D. L. Stewart, and M. Westheimer) analyzes student outcomes over time; (3) "The Structuring of Conflict Events in an Urban High School" (M. Westheimer) examines how students interact with teachers and negotiate the existing social order; (4) "High School Reporting of Services to Students in 1987/88: The High School Log" (K. E. Jewell) uses service providers' records to compare the effectiveness of service-delivery models; (5) "The Relationship of Ego Identity and Racial Identity among Black Students" (D. Stewart) examines the connections between racial identity, ego identity, and academic achievement; (6) "Blocked Academic Programs in DPP" (J. Gerics) examines the different modes of operation of four academic programs in which student schedules were grouped together; (7) "The Dropout Prevention Initiative Jobs Program: Perceptions of At-Risk Students" (D. C. Willis and C. M. Springer) examines the impact of a work experience program; and (8) "Case Studies of the DPP Teams in Two High Schools" (S. Sullivan) compares implementation of the Dropout Prevention Program in the Hamilton and Howard schools located in two sharply contrasting neighborhoods. Statistical data on tables and graphs and lists of references are included with each report. (FMW)

ED 318 522 JC 900 250

Registration in Public Community Colleges and Universities: Report and Recommendations of the Postsecondary Education Planning Commission, 1990--Report 5. Prepared in response to Specific Appropriation 587 of the 1989 General Appropriations Act, Chapter 89-253, Laws of Florida.
Florida State Postsecondary Education Commission, Tallahassee.
PUB DATE- 15 Feb 90
NOTE- 63p.; Prepared in response to Specific Appropriation 587 of the 1989 General Appropriations Act, Chapter 89-253, Laws of Florida.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Advising; Community Colleges; Comparative Analysis; Computer Software; *Computer Uses in Education; Higher Education; *Public Colleges; *Registrars (School); *School Registration; State Surveys; State Universities; Statewide Planning; *Student Attitudes; Two Year Colleges
IDENTIFIERS- *Florida

This study was conducted in 1989 to analyze the registration processes used in Florida's public community colleges and universities, focusing on procedures, staffing, technologies used to facilitate registration, the relationship between student automated advisement systems and existing registration processes, and institutional procedures for determining a registration master schedule. Two surveys were distributed to the 37 postsecondary registrars in Florida, and a survey was disseminated to 1,000 students at 5 community colleges and 3 universities to gauge student satisfaction with institutional registration and advisement policies and procedures. Surveys were returned from all registrars and 794 students. Six on-site visits were conducted to interview registration personnel and to observe registration procedures. Study findings included the following: (1) all 9 state universities used interactive real time data input registration systems, with 7 using on-line terminal registration, one using interactive scanners, and 6 using touchtone telephone registration; (2) 67% of the university student survey respondents indicated that they registered by phone for fall 1989 classes, and the same percentage reported that they were satisfied with their registration experience; (3) all 28 community colleges used on-line terminal registration for at least one phase of registration, and 6 community colleges used touchtone telephone registration; and (4) only 17% of the community college respondents registered by phone in fall 1989, however, 73% were satisfied with registration. Recommendations for improving registration are included in the study report, along with a discussion of state-level centralization or decentralization of registration in California, Tennessee, Maine, North Carolina, New York, and Georgia. Selected survey results are appended. (WJT)

ED 318 563 PS 018 746

Kambiss, Patricia A.
The Effects of Cooperative Learning on Student Achievement in a Fourth Grade Classroom.
PUB DATE- 90
NOTE- 90p.; Research Project Report, Mercer University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Cooperative Learning; Grade 4; *Grouping (Instructional Purposes); Intermediate Grades; Pretests Posttests; *Spelling Instruction; *Student Improvement
The purpose of this study was to examine the effects of cooperative learning on spelling achievement in fourth grade. During the 12-week treatment period, students (n=25) in the experimental group were heterogeneously grouped and received instruction by means of cooperative learning techniques. The control group (n=26), which was not grouped in any specific manner, received an equal amount of instruction in spelling using traditional techniques. Both groups received the same assignments and covered the same content. Pretests and posttests were administered. There was a significant difference between the spelling achievement of the two groups of students in favor of the students who worked together cooperatively. (PCB)

ED 318 721 SP 032 281

Martin, Dawn Vincent
Passing, but Failing: A Student Teacher Chooses Not To Teach.
PUB DATE- 8 Feb 90
NOTE- 7p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (70th, Las Vegas, NV, February 5-8, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Choice; Classroom Techniques; Decision Making; Higher Education; Preservice Teacher Education; *Program Effectiveness; *Student Attitudes; *Student Teachers; *Teacher Attitudes

According to a brief profile, after initial difficulties a student teacher learned to grasp the fundamental techniques of classroom management and received a favorable final rating from both her university supervisor and her cooperating teacher. However, even with the encouragement and endorsement of her supervisors, she decided not to go into teaching. Even though her teachers believed that they had helped the student teacher to improve significantly, nevertheless, they had a nagging suspicion that, somehow, they had failed. (JD)

ED 318 737 SP 032 405

Shea, Catherine A.
The Special Education Student Teaching Experience at Indiana University Southeast, New Albany, Indiana.
PUB DATE- 90
NOTE- 55p.; Three evaluation forms may not be legible because of very small type.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Check Lists; *Cooperating Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Special Education; Student Evaluation; *Student Teacher Supervisors; *Student Teaching; *Teacher Role; Teaching Experience
IDENTIFIERS- Indiana University Southwest
This guide for student teachers focuses on the prospective special education teacher. The phases of the student teaching experience serve as a framework for the progressive escalation of responsibilities. These phases are orientation and observation, participation, full classroom responsibility, working with individual students, and developing materials. The roles of the supervising teacher, the university supervisor, and the university are discussed. An example is given of the organization of the student teacher's working file. Sample evaluation forms to be completed, the weekly feedback checklist, mid-semester suggestions form, and student teaching evaluation are included as well as sample forms to be completed by student teachers. The latter include: framework questions, an anecdotal record form, and a frequency/duration of behavior form. (JD)

ED 318 470 IR 014 450

Hezel, Richard T.
Statewide Planning for Telecommunications in Education. Executive Summary.

SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.
PUB DATE- Nov 87
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cooperative Planning; Cost Effectiveness; Elementary Secondary Education; Faculty; *Governance; Higher Education; *Program Development; State Agencies; *State Departments of Education; *Statewide Planning; *Telecommunications
IDENTIFIERS- Public Broadcasting
This executive summary provides an overview of the current status of the following aspects of statewide planning for telecommunications in education: (1) governance structures; (2) the role of public broadcasting organizations; (3) state telecommunications administration divisions; (4) the role of higher education institutions in coordinating planning efforts; (5) the involvement of state departments of education; (6) the role of the governor's office and the state legislature; (7) the role of faculty; (8) the role of interstate coordinating organizations; (9) program development and technology development; (10) the cost effectiveness of technology; and (11) the value of coordinated planning. (GL)

ED 318 534 JC 900 267

Conroy, Sherrill
Intellectual and Moral Development in College Student and Graduate Female Nurses.
John Abbott Coll., Sainte Anne de Bellevue (Quebec).
PUB DATE- Mar 89
NOTE- 98p.; Masters Thesis, McGill University, Montreal.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Case Studies; Community Colleges; *Epistemology; Ethics; Females; Foreign Countries; *Intellectual Development; *Moral Development; *Moral Values; *Nurses; Nursing; Student Characteristics; *Student Development; Two Year Colleges
This study of seven female nurses who were presently students at or had graduated from John Abbott College was conducted to determine whether the moral and intellectual development of the participants followed parallel courses; whether the participants adopted a "justice" or a "care" approach to moral questions per Carol Gilligan's model; whether the novice students had already adopted an ethic of care; and whether the nurses changed in their moral outlook as they evolved from novices to experienced graduates. Two first-year nursing students, three third-year nursing students, and two graduates working in an intensive care setting were interviewed and audiotaped. The interviews, which explored views of education, relationships, learning, and moral dilemmas, were analyzed using: (1) Kohlberg's stages of moral development; (2) Belenky's intellectual and moral development schema with epistemological perspectives of silence (i.e., women finding themselves mindless and voiceless), received knowledge (i.e., they can receive and recreate knowledge given to them by external authority figures but cannot create their own), subjective knowledge (i.e., truth and knowledge and personal and private), procedural knowledge (i.e., women are keen to know and gain this knowledge in an objective way), and constructed knowledge (i.e., all truth and knowledge are contextual and created by self and others); and (3) L.M. Brown's "A Guide to Reading Narratives of Moral Conflict and Choice For Self And Moral Voice." Gilligan's ethic of care and responsibility is discussed. The interview schedule and research proposal are appended. (WJT)

ED 318 549 PS 018 729

Teitz-Hornyak, Kathleen A.
Development of a Child Care Resource and Referral Agency in a Corporate Eastern Metropolitan Area.
PUB DATE- 90
NOTE- 33p.; Master of Science Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Day Care; Early Childhood Education; *Information Services; *Program Development; *Program Effectiveness; *Program Implementation; Questionnaires; *Referral; Surveys
IDENTIFIERS- *Agency Development

A practicum study was planned and implemented by a working mother for the purpose of developing a child care resource and referral agency in an eastern metropolitan area. The objective of the practicum was to increase the number of child care referrals available to working families by 10 percent over a 10-week period. Of the 110 surveys mailed to businesses in the area, 30 percent were returned. Child care facilities were visited in an effort to gather information about their characteristics. In addition, 600 licensed child care facilities were mailed surveys concerning general facility information, staff qualifications and training, space, and children's programming. Of the 600 facilities, only 27, or 4.50 percent, returned surveys. Implementation efforts resulted in the entry of only 45 of 600 child care facilities into a data base for child care resource and referrals. It was concluded that the low number of responses to the child care survey was responsible for the failure to meet the practicum objective. (RH)

ED 318 607 SE 051 353

Perney, Jan; Ravid, Ruth
The Relationship between Attitudes toward Statistics, Math Self-Concept, Test Anxiety and Graduate Students' Achievement in an Introductory Statistics Course.
PUB DATE- 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Mathematics; Course Selection (Students); Higher Education; Mathematics Anxiety;

Mathematics Education; *Self Concept; *Statistics; *Student Attitudes; *Test Anxiety
Statistics courses are often viewed by many college students as impediments to the attainment of a desired degree. It is not uncommon for students to delay taking required statistics courses until just before graduation. Often part of the reason for this is a transferral of a basic anxiety about mathematics to statistics. The objectives of this study were to examine the relationship between student attitudes, self-concept, mathematics background, and academic performance in a statistics course. The sample used in this study was 68 students in a masters degree program in a school of education; 93 percent of the students were female. Methods, instruments used, and procedures are discussed. Results indicated that course performance was not related to attitudes toward statistics, mathematics self-concept mathematics background or attitudes toward tests. Most of the students attributed their success in the course to their instructor. (CW)

ED 318 655 SO 020 651

Holt, Charles
The Art of Lecturing.
REPORT NO.- ISBN-0-943459-23-0
PUB DATE- 89
NOTE- 74p.
AVAILABLE FROM- Headmoor Manor Publishing Co., P.O. Box 340, Soldier, KY 41173-0340 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Classroom Techniques; Conventional Instruction; Elementary Secondary Education; Higher Education; Instructional Effectiveness; *Lecture Method; *Teacher Improvement

If teaching is the effective communication of knowledge, the teacher first must be knowledgeable about the subject being taught. Communicating that knowledge to students is just as important. One standard teaching method is the lecture. A lecture is prepared before class by the teacher and should include not only the facts to be learned by the students, but also the insights and experiences of the teacher as the intellectual master of the topic. It is a powerful teaching tool, but it requires time and effort on the part of the teacher. This guide offers suggestions for becoming a successful lecturer. The chapters are arranged from the general topic of lecturing to the specific steps required to prepare a lecture. (JB)

ED 318 671 SO 020 790

Austrian Economics: A Study Guide.
Ludwig von Mises Inst., Auburn, AL.
PUB DATE- 85

NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Banking; Business; Capitalism; *Economics; *Free Enterprise System; Labor Economics; Methods; Models; Social Scientists
IDENTIFIERS- *Austrian Economics

This guide presents a 139-item bibliography of books and articles on the school of thought known as the Austrian school of economics. The first nine of the ten sections contain bibliographic entries, classified by topic. Part 1 is an introduction to Austrian economics, listing sources on the school in general and on three principal members. Each of parts 2 through 9 contains items divided into general texts and supplemental readings. The following parts are included: (1) "Introduction to the Austrian School of Economics"; (2) "Methodological Foundations of the Austrian School"; (3) "Value Theory and Social Costs and Benefits"; (4) "Entrepreneurship, Competition, and Monopoly"; (5) "The Socialist Calculation Debate and Its Contemporary Relevance"; (6) "Capital and Interest"; (7) "Money and Monetary Institutions"; (8) "The Austrian Theory of the Business Cycle"; and (9) "Wages, Unemployment, and a Critique of Keynesian Economics." Part 10 is a brief description of the Ludwig von Mises Institute, an educational center dedicated to the work of Ludwig von Mises and to the advancement of Austrian economics and the free market. (AS)

ED 318 751 TM 014 767

Hinkle, Dennis E.; Winstead, Wayland H.
Bootstrap Methods: A Very Leisurely Look.
PUB DATE- Apr 90
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Correlation; Error of Measurement; *Estimation (Mathematics); Factor Analysis; High Schools; High School Seniors; Monte Carlo Methods; National Surveys; Regression (Statistics)
IDENTIFIERS- *Bootstrap Methods; High School and Beyond (NCES); Statistical Analysis System

The Bootstrap method, a computer-intensive statistical method of estimation, is illustrated using a simple and efficient Statistical Analysis System (SAS) routine. The utility of the method for generating unknown parameters, including standard errors for simple statistics, regression coefficients, discriminant function coefficients, and factor weights is also demonstrated. Data were drawn from the High School and Beyond Survey, a longitudinal study of high school sophomores and seniors. A sample of 500 (out of 28,240) seniors was selected. Using the SAS routine, 100, 200, and 500 Bootstrap samples were used to compute the Bootstrap estimate and its standard error for the following parameters: (1) means; (2) correlation coefficient; (3) simple regression coefficient; (4) multiple regression coefficient; (5) discriminant function coefficient; and (6) factor loadings. Research literature suggests that Bootstrap samples are used to estimate parameters and generate their standard errors and to develop non-parametric confidence intervals. The use of Bootstrap and Jackknife methods may have been limited by researchers' lack of familiarity with Monte Carlo methods or the misconception that such methods require enormous computer resources. One table lists the SAS routine, and five tables illustrate the method used. (SLD)

ED 318 793 TM 014 913

Watanabe, Ryo; Sawada, Toshio
The Use of Computers in Japanese Schools.
PUB DATE- Apr 90
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; *Courseware; *Educational Policy; Elementary Secondary Education; Experimental Curriculum; Foreign Countries; Microcomputers; National Surveys; *Public Schools; *Teacher Attitudes
IDENTIFIERS- *Japan

Results of surveys conducted to determine the present situation and trends in the use of computers in Japanese elementary and lower and upper secondary schools are summarized. Much of the data quoted comes from surveys by the International Association for the Evaluation of Educational Achievement and the Ministry of Education, Science, and Culture in Japan. The extent of the use of computers in elementary and secondary schools has been rather limited, although experimental projects on the use of computers for computer assisted instruction/learning in schools have been undertaken for more than 20 years. Most of these experiments have been conducted in university laboratories. Currently, more schools are being equipped with microcomputers for educational uses. The average number of software items possessed by public elementary schools in 1989 was 19.6; the respective figures for lower and upper public secondary schools were 27.5 and 78.5. These numbers represent appreciable increases over the previous year. Data are also available on the types and uses of software. Other data provide information concerning: (1) the integration of computer education into curricula; (2) computer literacy of and training for teachers and teachers' attitudes toward computers; and (3) problems associated with the introduction of computers into schools. The document concludes with a discussion of policy directions and measures taken by the Japanese government. Fifteen data tables are included. (TJH)

ED 318 484 IR 053 144

Joslin, Ann
Idaho State Library Long Range Plan for Implementation of LSCA Priorities, 1989-1991.
Idaho State Library, Boise.
PUB DATE- Jun 88
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Annual Reports; *Interlibrary Loans; Library Automation; *Library Networks; *Library Planning; *Library Services; Long Range Planning; Organizational Objectives; Program Descriptions; Public Libraries; School Libraries; Special Libraries; State Libraries; *State Programs; User Needs (Information)
IDENTIFIERS- *Idaho; *Library Services and Construction Act
Based largely on recommendations from a 1986 strategy study, this long range plan for the improvement of library services in Idaho addresses goals and activities for the years 1989-1991. It is intended to support the direction of library development begun in 1984 to improve services to the user and to meet Library Services and Construction Act (LSCA) priorities where they coincide with needs in Idaho. Section I describes the purpose and development of the plan, while Section II provides information on the administration of the plan, including its goals, policies and priorities, criteria and procedures, coordination of library programs, dissemination of LSCA information, and evaluation of the LSCA program. User and library needs are discussed in Section III, which covers the library public; unserved areas; public, academic, school, special, and institutional libraries; the State Library Agency; and the Library for the Blind and Physically Handicapped. The discussion of public libraries includes library users; special populations (illiterate, disadvantaged, limited English speaking, elderly, and handicapped); community information referral centers; and major urban resources libraries. Interlibrary cooperation is reported in Section IV under the headings of resource sharing, automation, and networks, and Section V presents the long-term plan. Goals and activities of the plan are presented under three headings: Title I, Public Library Services; Title II, Public Library Construction; and Title III, Interlibrary Cooperation and Resource Sharing. Appendixes contain the minimum eligibility requirements for participation in the LSCA grant program and an

outline of Title II hearing procedures. (SD)

ED 318 564 PS 018 747

O'Neil, Robin
Facilitating Children's Academic Achievement: Does Maternal Employment Matter?
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Aug 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Educational Attainment; *Elementary School Students; *Employed Parents; Grade 1; Homework; *Kindergarten Children; *Mothers; *Parent Influence; Parent Responsibility; Primary Education; Stimulation; Stress Variables
IDENTIFIERS- *Commitment

This study concerned effects of maternal work hours, education, and sex of child on the amount of supervision and guidance of children's study and homework and the amount of cognitive stimulation provided by the mother. Analyses were conducted to examine the relative contribution of commitment to the parental role and role strain to parent-child relationships. Participants were 52 married mothers of a kindergarten or first-grade child. Of the mothers, 22 were not employed, 18 were employed part-time, and 10 were employed full-time. Survey items concerned demographic characteristics, employment status, child supervision and guidance practices, cognitive stimulation activities, parental commitment, and role strain. There were no significant relationships between the number of hours that a mother was employed and the extent to which she provided supervision and guidance of her child's schoolwork and cognitive stimulation. Findings suggest that parental commitment plays an important role in the provision of supervision, guidance, and cognitive stimulation to the child. The effect of role strain on parenting processes appears to reflect a reduction in the amount of time a mother has for supervision and guidance functions. (RH)

ED 318 627 SE 051 376

Vosniadou, Stella; Brewer, William F.
A Cross-Cultural Investigation of Children's Conceptions about the Earth, the Sun and the Moon: Greek and American Data. Technical Report No. 497.
Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 90
NOTE- 48p.
GRANT- G0087-C1001-90; NSF-BNS-85-10254
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Astronomy; *Cognitive Development; Cognitive Structures; *Comparative Education; *Earth Science; Elementary Education; *Elementary School Science; Gravity (Physics); *International Cooperation; International Educational Exchange; *Misconceptions; Science Education; Space Sciences
IDENTIFIERS- *Greece
This document reports the results of a cross-cultural study on children's knowledge about the shape, gravity, movement, and location of the Earth and about the day/night cycle. The subjects of the study were elementary school students from Greece (N=90) and the United States (N=60). The results of the study showed that the children in both samples constructed similar initial concepts about the Earth and went through similar steps in the process of changing these concepts to make them conform to the currently accepted scientific notions. Both the Greek and U.S. children conceptualized the earth as flat and stationary and thought it was located in the middle of the solar system. They also thought that things fall down, not toward the center of the spherical earth, and that the day/night cycle is caused by the movement of the sun and the moon. In the process of changing these concepts, the Greek and U.S. children formed similar misconceptions. Methods and procedures are discussed. A list of 27 references is included. (Author/CW)

ED 318 705 SP 032 209

Classroom Motivation--Helping Students Want To Learn and Achieve in School.
New Jersey State Dept. of Education, Trenton.
PUB DATE- Apr 86
NOTE- 88p.
AVAILABLE FROM- New Jersey State Dept. of Education, Distribution Services, 225 West State St. (CN 500), Trenton, NJ 08625 ($4.25).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Achievement; *Classroom Techniques; Elementary Secondary Education; *Individual Differences; Parent School Relationship; Positive Reinforcement; *Research Utilization; *Student Motivation; Student Reaction

This publication focuses on the need for school environments conducive to teaching and learning, for parents who give positive support, and for students who are motivated to learn. The publication is based upon contemporary research into the relationship of students' interest in learning and achieving to their academic success. It presents ideas about the nature and source of motivation, how motivation is affected by growth and development, the conditions under which it flourishes, and the role of teachers and administrators in enhancing it. Following the first introductory chapter, Chapter 2 presents an overview of problems associated with student motivation and its relationship to academic achievement. Chapter 3 summarizes concepts of motivation, exploring what causes youngsters to want to achieve and how motives are affected by individual differences. Chapter 4 summarizes the research on learning conditions which can strengthen students' interest in academic achievement and their willingness to expend effort for it. The final chapter offers practical suggestions for classroom practices that will meet the needs of students and increase their motivation to learn and achieve. References are included. (JD)

ED 318 722 SP 032 284

Zelazek, John R.; And Others
A Dynamic System To Keep Teacher Education Prorams Meaningful.
PUB DATE- Feb 90
NOTE- 49p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, March 28-31, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; *Databases; *Data Collection; Employers; *Evaluation Methods; Higher Education; Needs Assessment; Program Effectiveness; *Program Evaluation; Student Characteristics; Student Teachers; Surveys; *Teacher Education Programs
This report represents the work of the Teacher Education Assessment Committee (TEAC) at Central Missouri State University (CMSU), established in April of 1988. The TEAC is a multifaceted system that conducts and publishes results of periodic assessments and an evaluation of CMSU's Teacher Education Programs by soliciting input from: (1) CMSU teacher education faculty; (2) pre-service teacher education candidates; (3) in-service teachers and other graduates of the teacher education program; and (4) employers of educators prepared by CMSU. The results of all assessments and evaluations are then applied to the current teacher education program and shared with school districts that employ CMSU graduates. From its extensive data base, TEAC is able to describe the nature of the students and perceptions of the teacher education program at CMSU. Specific information is provided to individual departments for use in student advising and counseling. Analyses of demographic trends of teacher education classes are used to assist in load assessment, needs assessment, future planning, and personnel management. Survey results are documented in the appendices, and some comments and suggestions drawn from 1989 surveys are presented. (JD)

ED 318 807 UD 027 328

Hemmons, Willa Mae, Ed.
The State of Black Cleveland.
SPONS. AGENCY- Cleveland Foundation, Ohio.
REPORT NO.- ISBN-0-9622700-0-8
PUB DATE- Jun 89
NOTE- 271p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Books (010) Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- Anthologies; *Black Attitudes; Black Education; Black Employment; Black Family; Black Power; *Blacks; Books; *Educational Experience; Elementary Secondary Education; Postsecondary Education; *Quality of Life; Social Action; Social Experience; Urban Areas; *Urban Culture; *Urban Problems
IDENTIFIERS- *Ohio (Cleveland)

This book describes the Black Cleveland experience from the Afrocentric perspective of African American community leaders and researchers who have contributed 22 chapters. It is intended to serve the following functions: (1) establish a knowledge base about African Americans in the Greater Cleveland Area; (2) disseminate an Afrocentric perspective as a way of learning about and evaluating the African American experience; (3) serve as an educational tool for both Black and White students in the public and private schools and institutions of higher learning, as well as adults who are engaged in ongoing learning experiences; (4) serve as a planning document for public and private organizations that are formulating programs designed to address community concerns impacting upon African American residents; (5) serve as a social action instrument from which strategies for specific intervention methodologies can be developed, ranging from resolutions to actual societal, organizational, and governmental change that promote an improvement in conditions for African Americans; (6) establish an African American resource personnel network for a unified, coordinated approach to the solution of systemic as well as episodic problems; and (7) serve as a foundation for a research agenda and the creation of an African American Greater Cleveland Think Tank and Community Data Bank. The following aspects of black life are addressed: (1) ethics; (2) government; (3) economy; (4) education; (5) family; and (6) criminal justice. Each chapter includes statistical data on tables and graphs and lists of references. (FMW)

ED 318 834 UD 027 429

Claus, Richard N.; Quimper, Barry E.
Compensatory Education Process Evaluation: Elementary and Secondary Academic Achievement (A2), 1989-1990.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE- Feb 90
NOTE- 60p.; For 1988-1989 report, see ED 306 325.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Compensatory Education; Federal Programs; Formative Evaluation; Grade 1; Grade 2; *Instructional Innovation; Primary Education; Questionnaires; Remedial Mathematics; *Remedial Programs; Remedial Reading; Urban Schools
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Saginaw Public Schools MI
This document is a process evaluation of the Academic Achievement (A2) program, a compensatory education reading and mathematics program in Saginaw (Michigan) funded under Chapter 1 of the Education Consolidation and Improvement Act of 1981 and Article 3 of the Michigan State School Aid Act. Information was gathered from questionnaires administered to teachers and principals, and an observation of the mathematics push-in classrooms at grades one and two. The following program strengths are reported: (1) cooperative learning techniques are used in the majority of classrooms; (2) most compensatory education teachers are incorporating new reading strategies into their classroom techniques; (3) compensatory education teachers are following the prescribed time emphases; and (4) math manipulative inservice sessions appear to be well-attended. The following program weaknesses are reported: (1) the math push-in program appears to be less effective than the pull-out program; (2) communication of procedures appears insufficient; (3) teamwork appears to be missing in the math push-in classroom; (4) cost effectiveness of the teacher-student ratio is a problem; (5) second-grade classroom teachers seem to need inservice training; and (6) the results of a new testing program are difficult to use. One table of statistical data is included. The following materials are appended: (1) copies of the teacher and principal survey questionnaires; (2) a teacher evaluation observation checklist for mathematics push-in classroom;

(3) the master question matrix for the teacher and principal surveys; (4) the results of the process evaluation; and (5) the results and general observations of the teacher observations for mathematics push-in classrooms. (FMW)

ED 318 455 IR 014 370

Kennedy, Mary F.; And Others
The Diffusion of Instructional Development in the Newfoundland School System.
PUB DATE- 88
NOTE- 15p.; For related papers, see IR 014 371-372.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Competence; Elementary Secondary Education; Foreign Countries; Higher Education; *Instructional Development; *Librarian Attitudes; Library Education; *Media Specialists; Questionnaires; State Surveys; Teachers
IDENTIFIERS- Canada; *Newfoundland; *Teacher Librarians
This document presents the first phase of a province-wide study which explored the knowledge and use of instructional development on the part of teacher-librarians in the formal school system. The instrument was a written questionnaire with three sections. Seventeen specific instructional development tasks and/or competency areas were derived from the 1982 "Association for Educational Communications and Technology (AECT) Task Force on Instructional Development Certification Report." Participants were asked to respond on three scales: knowledge of the task and/or competency, importance of the task to their role, and frequency of use of the task. A short attitude scale was used to establish participants' level of instructional development along a functional-to-conceptual continuum. Participants exhibited consistency in that task, and skill areas selected by the greatest number on the feelings of competency scale were also those deemed

important and those used frequently by the largest percentage. Similarly, task and skill areas in which the fewest felt competent were also those deemed less important and those seldom used. Overall, teacher-librarians in the Newfoundland school system are knowledgeable about instructional development and employ instructional development strategies, at least at the functional level, in their roles. Data are presented in 10 tables. (19 references) (GL)

ED 318 471 IR 014 454

McLaughlin, Pamela
Computer-Based Education. The Best of ERIC, 1988.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-937597-25-2
PUB DATE- Dec 89
NOTE- 103p.; For the 1986 and 1987 editions, see ED 295 675 and IR 014 505.
CONTRACT- RI88062008
AVAILABLE FROM- Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-84, $10.00 plus $1.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Artificial Intelligence; *Computer Assisted Instruction; Computer Assisted Testing; *Computer Literacy; Computers; *Computer Software; Computer Software Evaluation; Copyrights; Counseling Services; Disabilities; Elementary Secondary Education; *Equal Education; Ethics; *Interactive Video; Media Research; *Microcomputers; Preschool Education

This annotated bibliography provides an overview of literature entered into the ERIC database in 1988 on computer use in elementary and secondary education, adult education, and special education. The first of four sections provides a list of overview documents on: computer-assisted instruction. Focusing on special applications, the second section lists documents on artificial intelligence, computer equity, computer ethics, computer literacy, copyright, counseling and guidance, interactive video, management and administration, research, software evaluation, and tests and testing. References to documents for various subject applications are listed in the third section under the headings of: English as a Second Language and Foreign Languages, Keyboarding, Logo Programming Language, Mathematics, Programming, Reading, Science, Social Studies, Vocational Education, and Writing. The fourth section contains references to documents on special populations, under the following headings: adult education, disabled learners, learning disabled, and preschool education. Each entry includes the title and author of the document, information on price and availability, the publication type, major ERIC descriptors, and an abstract. An alphabetical index of authors is provided. A copy of an ERIC digest, "The Impact of Microcomputer-Based Instruction on Teaching and Learning: A Review of Recent Research," by M. D. Roblyer, is appended. Instructions are included for ordering ERIC documents. (GL)

ED 318 497 JC 900 205

The Accreditation Self Study Report of Los Angeles Valley College. Presented to the Accrediting Commission for Community and Junior Colleges in Support of Application for Reaffirmation of Accreditation.
Los Angeles Valley Coll., Van Nuys, Calif.
PUB DATE- 89
NOTE- 133p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accreditation (Institutions); *College Planning; Community Colleges; Educational Improvement; Formative Evaluation; Needs Assessment; Organizational Objectives; *School Effectiveness; *Self Evaluation (Groups); Two Year Colleges

This accreditation self-study report was prepared by Los Angeles Valley College in support of its application for reaffirmation of accreditation. Introductory sections describe methods used in organization for the self-study, describe the college and its demographic make-up, and review responses to previous accreditation team recommendations. The remainder of the report is divided into 10 sections corresponding to accreditation standards. The standards focus on: (1) goals and objectives, including an overview and appraisal of institutional mission, goals, and objectives; (2) educational programs, focusing on goals and innovations; (3) staff development and staff diversity; (4) student services, such as articulation, counseling, financial aid, and general campus services; (5) community education and services; (6) on-campus learning resources; (7) physical resources; (8) financial resources and college funding; (9) governance and administration; and (10) district relationships. Plans of action that respond to problems cited in the self-study are identified in each section. Specific college responses to such needs as better vocational education training, a more updated faculty handbook, a more formal review process for community service courses, and more planning of faculty and staff development activities fully involving colleges in the district are detailed. (WJT)

ED 318 510 JC 900 232

O'Grady, Laurie T.
Results of the 1988 Graduate Follow-Up Survey & Graduate Employer Survey.
Anne Arundel Community Coll., Arnold, Md.
PUB DATE- Jan 90
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; Community Colleges; *Education Work Relationship; *Employer Attitudes; Employment Patterns; Graduate Surveys; Outcomes of Education; *Participant Satisfaction; Program Effectiveness; Questionnaires; Student Educational Objectives; Two Year Colleges

A follow-up survey was administered to all 1988 Anne Arundel Community College (AACC) graduates in order to evaluate the degree to which AACC assisted its students in achieving their goals. The second phase was a survey which solicited information from the employers of the graduates. Survey findings were used to compare AACC to other Maryland community colleges of the same size and with state norms. The phase 1 surveys were mailed to all 752 1988 AACC graduates. Survey findings, based on a 64% response rate, included the following: (1) 96% of the respondents rated the overall quality of AACC as good or very good, a higher percentage than peer colleges and the state average; (2) when asked if they would attend the same school again, 95% indicated they definitely or probably would; (3) reasons for attending AACC were to prepare for transfer to a four-year school (68%), earn an associate in arts degree (79%), and obtain a salary increase or job promotion (43%); and (4) more AACC graduates reported continuing their education at another college or university (53%) than did graduates from peer colleges (49%) and graduates from the rest of the state community colleges (43%). Of the 120 graduate employer surveys mailed, 50 were returned. Responses indicated that 96% considered the AACC graduates' overall preparation for employment as good or very good, which was the highest percentage among the state peer colleges. The graduates' specific program of study was an important or very important hiring factor for 62% of the respondents. Data tables, survey instruments, and employers' responses are appended. (WJT)

ED 318 580 PS 018 906

Kagan, Sharon L.
Excellence in Early Childhood Education: Defining Characteristics and Next-Decade Strategies. Policy Perspectives Series.
Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- IS-90-986
PUB DATE- Jul 90
NOTE- 36p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing. Office, Washington, DC 20402 (Stock No. 065-000-00415-1, $1.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Day Care; *Definitions; *Early Childhood Education; Educational Change; Educational Development; Educational History; *Educational Quality; *Equal Education; Excellence in Education; Futures (of Society); *Organizational Change; Social Change
Considering that the field of American early childhood education and care is at the brink of a major shift in how it views its mission, this paper provides policymakers with ways to help understand the emergent situation, to define excellence in early education and care, and to plan a strategy to improve provision of services. A glance toward the past indicates dimensions of the changing climate in the field, focusing on the history of fragmentation among programs with limited scope, antecedents of the perceptual shift regarding the field, and, briefly, the need for broad agreement on how to reorganize the delivery system. A first step toward developing a preliminary concensus proposes three elements of a definition of excellence in early education and care: (1) the production of high quality programming that takes into account research findings on and between behavioral and environmental variables; (2) the clarification of equality in the context of early childhood programs; and (3) the development of an integrated system to obtain efficiencies of operation and economies of scale. A second step, from fragmented delivery systems toward a system providing comprehensive, improved services, offers three strategies for change. Strategies contrast thinking in terms of a program model, particulars, and the short-term, with planning more systemically, universally, and for the long haul. Fifty-seven references are cited. (RH)

ED 318 594 RC 017 500

Salerno, Anne
Characteristics of Secondary Migrant Youth.
Florida State Dept. of Education, Tallahassee.; State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 89
NOTE- 26p.; Photographs will reproduce poorly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Dropouts; *Migrant Education; Migrant Programs; *Migrants; *Migrant Youth; Program Development; Secondary Education; *Student Characteristics
IDENTIFIERS- Migrant Education Secondary Assistance Project
Migrant students on the secondary level comprise an ethnically diverse population with many educational needs. Migrant Education programs assist students in overcoming problems that result from language barriers, cultural differences, school interruptions, credit deficiencies, educational tracking, and grade retention in order to ensure high school graduation and the pursuit of postsecondary education. Despite the obstacles facing migrant youth, their resilience and determination--in combination with the intervention of Migrant Education--have enabled greater numbers of migrant students to graduate from high school in recent years. At the 1988 meeting of Migrant Education Secondary Assistance (MESA), migrant educators listed positive characteristics of various migrant ethnic groups: extended family support, family unit support, a strong work ethic, group cooperation, religious and ethnic identity, respect for authority, strong life and survival skills, and a valuing of education. A general list of strengths that individual migrant students may possess includes maturity, responsibility, optimism, self-advocacy, resiliency, resourcefulness, cooperation, endurance, and a sense of humor. The focus on positive characteristics was described as an asset model, which has these advantages: (1) builds self-esteem; (2) builds on student's success, and improves motivation; (3) raises students' expectations; and (4) shifts the focus of need for change from the student to the institution. Specific recommendations and various topical concerns presented in this paper address staff training, school improvements, Migrant Education program service, and direct services for students. (ALL)

ED 318 608 SE 051 355

Reece, Carol Carter; Todd, Robert F.
Math Anxiety, Attainment of Statistical Concepts, and Expressed Preference for a Formal-Deductive Cognitive Style among Beginning Students of Research.
PUB DATE- 89
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, November 10, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Cognitive Development; *Cognitive Structures; *Cognitive Style; *College Mathematics; Higher Education; *Mathematics Anxiety; Mathematics Education; *Mathematics Tests; Test Anxiety
This study investigated the propositions that (1) the expressed preference for formal-deductive style of thinking and mathematics anxiety are negatively correlated; (2) the preferred cognitive style is positively correlated with the respondent's self-assessment of mathematical ability; and (3) those expressing a preference for the analyst style of thinking would perform better on a test of statistical concepts than those expressing a disregard

for the analyst style of thinking. The sample included 70 male and female graduate students. Results indicated that the propositions were supported by the data. Implications from this research are discussed. (CW)

ED 318 642 SE 051 396

Weatherlinker.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Computer Services.; North Carolina State Dept. of Public Instruction, Raleigh. Div. of Science.
PUB DATE- 89
NOTE- 145p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Networks; Computer Uses in Education; *Grade 7; Instructional Materials; Junior High Schools; *Meteorology; Middle Schools; Science Education; Science Instruction; *Science Materials; *Secondary School Science; Teaching Guides
IDENTIFIERS- *North Carolina

Weatherlinker is a unit of curriculum materials designed to enhance the study of meteorological science at the seventh-grade level and to enrich that study through the use of various types of technology. This document consists of a teacher's guide, student handouts, information on telecommunications, and a list of materials that were used by the field sites. Suggested classroom teaching strategies include the use of instructional learning centers, individual activities, and opportunities for small and large group instruction. Topics of instruction include weather stations for observing air temperature, relative humidity, wind, and air pressure; and weather forecasting. Evaluation materials are provided. The telecommunications handbook focuses on the FREDMAILER System available to teachers in the state of North Carolina. (CW)

ED 318 656 SO 020 663

Kingson, Eric R.; And Others
Social Security in the USA: A Discussion Guide to Social Insurance with Lesson Plans.
Save Our Security Educator Fund, Washington, DC.
REPORT NO.- ISBN-0-9623180-2-7
PUB DATE- 89
NOTE- 127p.; A product of the Nelson Cruikshank Social Insurance Study Project.
AVAILABLE FROM- Save Our Security Educaton Fund, 1201 16th Street NW, Suite 222, Washington, DC 20036 (1-4 copies $12.95 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Economics; Economics Education; High Schools; *Insurance; Social Studies; *Teaching Guides; Units of Study
IDENTIFIERS- *Social Insurance; *Social Security
This publication is intended as a guide for teaching high school and adult education students about social insurance concepts. Goals of the project are that students: (1) understand the historical context from which social insurance programs emerged; (2) can participate fully as members of a democratic society in making informed decisions about the future of social insurance programs;

and (3) understand how these programs affect themselves, their families, and society. There are numerous opportunities to introduce information about the nation's social insurance programs in ways that enrich, rather than supplant, existing curricula. This classroom discussion guide gives a background and history of the U.S. Social Security System and briefly touches on Medicaid and other programs. Forty-eight questions with outlines for class discussions on several current and future issues concerning social insurance are included. A "Teacher's Supplement" section provides model lesson plans covering the first seven chapters. The "Resources for Teachers" section gives 33 references and names and addresses of organizations and agencies for additional information. An index also is included. (AS)

ED 318 689 SP 032 045

Rokosz, Frank
A Systematic Approach to Structuring Round Robin Leagues.
PUB DATE- 89
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletics; Competition; Elementary Secondary Education; Mathematics; *Planning; *Team Sports
IDENTIFIERS- *Round Robin Leagues

Commonly, tournament directors are responsible for organizing round robin leagues for team sports that have several divisions of play. On occasion, the director may have to operate under certain constraints that limit the number of games that can be played per day and the number of days that can be utilized. After receiving entries in each division, the director must then determine how many leagues can be developed and how many teams can be in each league. Unless the director has access to a computer and a computer program that will solve the problem quickly, the director would benefit from a systematic approach to structuring the round robin leagues. This presentation defines such an approach. (Author)

ED 318 738 SP 032 424

Kauffman, Dagmar
Successful Minority Teacher Education Recruitment Programs. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- EDO-SP-9-88
PUB DATE- Sep 88
NOTE- 4p.
CONTRACT- RI88062015
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Articulation (Education); Higher Education; High Schools; High School Students; Magnet Schools; *Minority Group Teachers; *Nontraditional Education; *Teacher Education Programs; *Teacher Recruitment; Two Year Colleges
IDENTIFIERS- ERIC Digests
A brief overview is presented of some successful minority teacher education recruitment programs. The sample of programs includes the following: secondary education programs targeting junior and senior high school students; teaching profession magnet programs; articulation programs between four- and two-year colleges for community college students; and nontraditional programs preparing professionals, retirees, and/or career changers to become teachers. Fifteen references on the topic are cited. (JD)

ED 318 780 TM 014 884

Spearing, Debra; Woehlke, Paula
The Effect of Unequal Samples, Heterogeneity of Covariance Matrices, and Number of Variables on Discriminant Analysis Classification Tables and Related Statistics.
PUB DATE- 89
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classification; Correlation; *Discriminant Analysis; *Matrices; Monte Carlo Methods; *Sampling; Simulation; Tables (Data)
IDENTIFIERS- *Covariance Matrices; *Heterogeneity of Variance
To assess the effect on discriminant analysis in terms of correct classification into two groups, the following parameters were systematically altered using Monte Carlo techniques: sample sizes; proportions of one group to the other; number of independent variables; and covariance matrices. The pairing of the off diagonals (or covariances) with the different numbers of variables and several different pairs of sample sizes within differing proportions required 396 Monte Carlo studies, each using 100 simulations. Results suggest that the proportion of one sample size to another is a major influence on correct classification. Correct classification was influenced by neither heterogeneity of covariance matrices, the number of variables used, nor a specific sample size when the proportional relationship between two samples was constant. The greatest hit rate occurred in the group with the largest sample. Statistics also found to be robust to heterogeneity of covariance matrices included: (1) eigenvalues; (2) canonical correlations; (3) Pillai's trace; and (4) Wilks' Lambda. Researchers using discriminant analysis to classify will be able to take into account and use the robustness of these statistics. Six bar graphs illustrate the study findings. (SLD)

ED 318 794 TM 014 914

Stroble, Elizabeth; Bratcher, Suzanne
Training Rural Teachers To Implement Writing Process Instruction: A Concerns-Based Approach.
PUB DATE- Apr 90
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; Inservice Teacher Education; *Process Education; Program Effectiveness; *Program Evaluation; Public School Teachers; *Rural Schools; *Summer Programs; *Teacher Attitudes; *Writing Instruction
IDENTIFIERS- *Northern Arizona Writing Project; Self Report Measures; Stages of Concern Questionnaire
This study was conducted to evaluate the effectiveness of the National Writing Project model in a rural setting, specifically the schools served by the Northern Arizona Writing Project in its first 2 years of operation. The evaluation was conducted to determine: (1) the teachers' concerns about writing process instruction before training in the Summer Institute (SI); (2) the effectiveness of the SI in preparing teachers to adopt writing process instruction; (3) any change in the teachers' concerns about writing process instruction after training in the SI; and (4) the extent to which writing process instruction had been adopted by the teachers during the first year following participation in the SI. Data were collected eight times between June 1988 and January 1990 using the Stages of Concern Questionnaire (SCQ) and teacher self-reporting of classroom writing strategies. Subjects included 15 teachers of the 1988 SI and 21 teachers of the 1989 SI. Data from the SCQ indicate a shift in concerns from informational to collaboration at the end of the 5-week SIs for both the 1988 and 1989 groups. Data from self-reports indicate successes in adoption of writing process instruction in the areas of content and idea building, defining rhetorical stance, and highlighting student writing. Implications for the project include extended training in underutilized components of writing process instruction--development and ordering of ideas, assisting students with linguistic choices, and revision practices. Additionally, the project should pursue consensus-building activities within rural communities to support collaboration on a writing process model of teaching. A writing process instruction checklist is included. (Author/TJH)

ED 318 523 JC 900 252

Arellano-Romero, Ofelia; Eggler, John
Recruitment, Retention, and Innovative Instructional Strategies for Culturally Diverse Minority College Students: A Review of the Literature.
Santa Barbara City Coll., CA. Office of Instruction.
PUB DATE- Sep 87
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; American Indian Education; Black Students; College Curriculum; Community Colleges; Hispanic Americans; Institutional Research; Instructional Development; Literature Reviews; *Minority Groups; Minority Group Teachers; Nontraditional Students; School Community Relationship; *School Holding Power; Student Attrition; *Student Recruitment; *Teaching Methods; Two Year Colleges; *Two Year College Students

Prepared to help Santa Barbara City College (SBCC) improve its recruitment/retention efforts and graduation and transfer rates, this paper presents a review of the literature relating to recruitment, retention, and teaching strategies for the culturally diverse minority community college student. Chapter 1 discusses the growing concern over the underrepresentation of Hispanics, Blacks, and Native Americans in California's postsecondary institutions. Each of the subsequent chapters offers a literature review, followed by specific recommendations for implementation at SBCC. Chapter 2 reviews the literature on recruitment strategies, and includes recommendations related to parent involvement, mentor programs, links to minority organizations and business/industry, articulation, faculty and administrative efforts, and alternatives to on-site registration. Chapter 3 focuses on the retention of culturally diverse minority college students and recommends changes in financial aid, orientations, faculty-student interaction, promotion of a culturally diverse campus climate, academic support services, and student support services. Chapter 4 discusses curriculum and instructional strategies, focusing on the implications for faculty, variables contributing to minority students' academic success, and innovative teaching strategies and curriculum case studies. Recommended teaching strategies for use at SBCC include grouping techniques, culturally relevant curriculum, mastery learning, anxiety reducing activities, and monitoring of student progress. Chapter 5 provides directions for further research in areas such as testing, learning assessment, and supplementary audio visual units. Finally, chapter 6 presents conclusions regarding curriculum, faculty, research, programs, and activities. Appendixes include population projections for California, and data on degrees earned by Hispanics, Blacks, Native Americans, and Asians. (WJT)

ED 318 535 JC 900 269

Oregon Community Colleges, Profile: 1988-89.
Oregon State Dept. of Education, Salem. Office of Community Coll. Services.
PUB DATE- May 90
NOTE- 142p.

LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; *College Faculty; College Libraries; Community Colleges; Community Services; Developmental Studies Programs; *Educational Finance; *Enrollment; Expenditures; Facility Inventory; Full Time Equivalency; Income; *Institutional Characteristics; School Personnel; State Surveys; *Student Characteristics; Tables (Data); Two Year Colleges; *Two Year College Students
IDENTIFIERS- *Oregon

A statistical profile is provided of the 16 Oregon community colleges and their services for the academic year 1988-89. First, a directory is presented of the address, phone number, and chief administrative officer of each college. The next section focuses on the colleges' students, providing tables on full-time equivalent (FTE) enrollment by program and institution; unduplicated headcount by program; percentage distribution of headcount and FTE by program; the change in FTE for 1988-89 by institution and program; systemwide headcount by age, gender, racial/ethnic distribution, and residency; and public high school graduates in community college districts. Information is then provided on faculty and staff, including data on gender, racial/ethnic distribution, full-time/part-time status, permanent/temporary status, administrator characteristics, non-teaching professionals, support staff, salaries, and employees by expense function. Next, financial data are presented, including general fund operating revenues and expenditures; special revenue fund revenues and expenditures; operating expenditures by program; costs per FTE; capital expenditures; taxes; tuition rates; financial aid expenditures; and appropriations. Data presented on community college facilities include inventories of total available area, square footage, and optimum stations. The final section provides data on libraries; contracted out-of-district FTE and associated costs and resources; developmental education FTE headcount by age and race; general educational development students; and small business development centers. (JMC)

ED 318 550 PS 018 732

Currie, John R.
Unifying Faculty, Staff, Students, and Community by Establishing and Implementing a Unique Vision for a New Elementary School.
PUB DATE- 90
NOTE- 94p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Administrator Role; *Cultural Influences; *Educational Environment; Elementary Education; *Family School Relationship; Leadership Responsibility; Organizational Climate; Parent Role; *Principals; *School Orientation; School Policy; School Support; Student Role
IDENTIFIERS- *School Culture; *School Unity

The principal of a newly opened elementary school implemented a practicum study designed to unify faculty, parents, staff, and children; add direction to the program; develop a sense of purpose; and increase participation. It was expected that a vision statement would be developed in the school's first year of operation, and that parents and staff would join in planning experiences to maximize the program's effectiveness. The vision statement focused on a supportive school environment, and offered the guarantee that every participating child would complete the program knowing and believing that he or she was loveworthy and capable. In an effort to obtain results on teachers, parents, and students, a needs assessment was conducted; the diversity of children and teachers was assessed; and climate surveys were administered. Practicum evaluation data indicated that objectives were, for the most part, accomplished. Daily attendance and honor roll participation were high. Discipline data reflected a low referral rate, and an exceptionally low rate of aggressive behaviors. It is concluded that a strong vision appears to have several positive effects. Ten appendices provide related material, including the vision statement, a 28-item bibliography for teacher in-service, and newspaper articles on the program. Cited are 24 references. (RH)

ED 318 672 SO 020 791

Averett, Chris; And Others
Report of Student Performance: U.S. History. End of Course Testing. Spring 1989.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- 89
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Course Evaluation; Curriculum Evaluation; High Schools; High School Students; *Scores; *Student Evaluation; *United States History

IDENTIFIERS- *North Carolina
The North Carolina End-of-Course Testing Program was established to provide student, school, and school system information about achievement in high school courses. This report presents the results of the 1988-1989 U.S. History End-of-Course Test. Four forms of the test were administered within each classroom. Each form consisted of a core test of 60 common items, and an additional 40 items. Core scores from this 1989 test were compared with the previous year's scores (the first year the U.S. History Test was given). Students scored an average of 70% correct on the core test, an increase from the first year. Males continued to score higher than females, and white students made slightly larger gains than other ethnic groups. Children of parents educated beyond high school scored higher than others. There was some variance in scores by educational region. Average scores for school systems ranged from 32.8 to 46.7. Statewide, 73 students achieved a perfect score, and less than three percent missed no more than three test questions. Achievement across all goals appears to be consistent, indicating that teachers are covering all major periods of history and are not concentrating on a few areas at the expense of others. (AS)

ED 318 752 TM 014 768

Tesh, Anita S.; Jaeger, Richard M.
An Evaluation of the Effects of "Bona Fide" Homogeneous Grouping on the Achievement of Elementary School Students.
PUB DATE- Apr 90
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Ability Grouping; *Academic Achievement; Achievement Gains; *Black Students; Elementary Education; *Elementary School Students; Grouping (Instructional Purposes); *Homogeneous Grouping; Language Arts; Mathematics Achievement; Student Placement; Test Results; White Students
IDENTIFIERS- California Achievement Tests
The effects of "bona fide" homogeneous grouping of students in grades 4 through 8 in a southeastern school system on the students' subsequent academic achievement were studied. These effects were studied for black students as well as for all students regardless of race, across 2 years. The student population was composed of over 4,800 fourth- through eighth-grade students, assigned to language arts and mathematics classes on the basis of their scores on the California Achievement Test Battery taken in the spring prior to class assignment. This method of grouping had been approved by the Office for Civil Rights of the U.S. Department of Education with the stipulation that student achievement be evaluated every year. When the effects of "bona fide" homogeneous grouping were summarized for all children regardless of race, detrimental effects predominated. Examination of the 2-year effects for black students revealed mixed results for language arts and consistently detrimental effects for mathematics. The use of "bona fide" homogeneous grouping appeared clearly beneficial only to black students whose initial language arts achievement scores were low. These findings suggest that the assignment of students on the basis of homogeneous grouping should be questioned. Nine graphs illustrate the performance of groups, and 14 tables summarize study data. (SLD)

ED 318 766 TM 014 822

Visser, Jan
The Usefulness of Case Study Research in the Study of a Motivational Intervention.
PUB DATE- Apr 90
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Case Studies; *Employees; Evaluation Methods; Foreign Countries; Instructional Effectiveness; *Learning Motivation; *Motivation Techniques; Postsecondary Education; Professional Training; *Research Methodology; Validity; Vocational Education
IDENTIFIERS- Mozambique

Methodological aspects of a study are reviewed to illustrate the utility of the case study approach in researching the effectiveness of a motivational intervention in an instructor-facilitated learning context. In the study, learners were prompted via motivational messages into modifying their disposition to engage in learning tasks. The setting was an instructional design course for training personnel connected with a ministry in Mozambique. Subjects were 22 regular employees of the ministry and seven special students with limited time to participate; the sample included 19 males and 10 females. A naturalistic mode of inquiry was identified as the most appropriate one for the inquiry and a case study approach, from an embedded multiple-case perspective, was chosen. Basic research questions included: (1) the validity of the motivational messages; (2) how and why the messages worked; and (3) the messages' optimal function and its continuation over time. Of the 10 propositions formed about the messages and the learners, instructor, and environment, nine were found to hold true when tested in the original study and a second study 3 years later. It is concluded that motivational messages should be considered an integrating part of a complex motivational system. The case study approach was found well-suited to the research concerns. (SLD)

ED 318 821 UD 027 393

Grannis, Joseph; And Others
Evaluation of the New York City Dropout Prevention Initiative. Final Report on the Middle Schools for Year Three, 1987-88.
Columbia Univ., New York, N.Y. Inst. for Urban and Minority Education.
SPONS. AGENCY- New York City Board of Education, Brooklyn, N.Y.
PUB DATE- 17 Apr 89
NOTE- 221p.; For 1986-87 report, see ED 306 330.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)
DESCRIPTORS- *Attendance; *Community Organizations; *Dropout Prevention; Dropout Programs; High Risk Students; *Middle Schools; Program Evaluation; *Program Implementation; Secondary Education; Urban Schools
IDENTIFIERS- Collaboratives; *Dropout Prevention Programs; *New York (New York)

This document, the first part of a two-part evaluation of the third-year implementation of New York City's 3-year Dropout Prevention Initiative (DPI), is the final evaluation report of implementation of the DPI middle school component, called the Dropout Prevention Program (DPP), conducted in 29 schools. Case-management services and some curricular support were provided to targeted high-risk students to improve their attendance and to increase the number of courses passed. Services were delivered entirely by Board of Education staff in 18 of the schools (the School-Alone Model); Board of Education staff and community-based organization (CBO) staff delivered services in 11 of the schools (the CBO Model). Information was gathered from staff and student surveys and interviews, classroom observation, and student and staff records. Overall, the high number of unintended and unwanted program outcomes found in most schools and the low number of positive outcomes found in a few schools indicate the need for a major reconfiguration of the dropout prevention effort. Recommendations for improvement focus on reassessing the cost-effectiveness of using CBOs, improving communications with students and their families, addressing curricular reform, and strengthening individual program components. Statistical data are included on 65 tables. (FMW)

ED 318 485 IR 053 145

LSCA Program Purposes: Needs and Intended Actions. Supplement 1 to Library Service to the People of New York State, October 1, 1989 through September 30, 1994.
New York State Library, Albany. Div. of Library Development.
PUB DATE- Mar 89
NOTE- 27p.; For the original report and the 1988 supplement, see ED 303 169-170.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Information Services; Disadvantaged; Federal Programs; Institutional Libraries; *Library Planning; *Library Services; Literacy; Non English Speaking; Older Adults; Physical Disabilities; *Public Libraries; Rural Areas; State Libraries; *State Programs; User Needs (Information); Visual Impairments
IDENTIFIERS- Library Construction; *Library Services and Construction Act; *New York

A supplement to "Library Services to the People of New York," this document identifies current library needs in New York and recommends actions for meeting those needs through the Library Services and Construction Act (LSCA) program. The bulk of this report focuses on Title I (Public Library Service) programs for the following: (1) the economically disadvantaged; (2) the blind and physically handicapped; (3) the disabled; (4) the institutionalized; (5) those with limited English-speaking ability; (6) the elderly; (7) literacy; (8) community information and referral centers; (9) areas with inadequate service; (10) major urban resource libraries; and (12) the state library administrative agency. Each program description concisely summarizes the need for the program, its objective, and intended actions. A brief section describes the general elements of Title II (Public Library Construction), and readers are referred to the original report, "Library Service to the People of New York State" for information on Title III (Interlibrary Cooperation and Resource Sharing). (SD)

ED 318 565 PS 018 749

New, Rebecca S.
Projects and Provocations: Preschool Curriculum Ideas from Reggio Emilia, Italy.
PUB DATE- 90
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Products; Communication (Thought Transfer); Curriculum Development; Early Childhood Education; *Educational Innovation; Foreign Countries; *Preschool Curriculum; Program Descriptions; Public Schools; *Student Projects; Student Role; *Teacher Role; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Italy; *Symbolic Representation
This paper explores implications of the preschool program in Reggio Emilia, Italy for the early childhood education curriculum in the United States. Reggio Emilia's municipal early childhood program incorporates high quality day care with a carefully articulated philosophy of education. The curriculum of the preschools is based on a project approach to learning that emphasizes symbolic representation. Children and teachers are viewed as partners in learning. Teachers serve as facilitators of a constructivist curriculum: as provocateurs who create discontinuous or discrepant experiences and problems. Teachers also serve as careful observers who document children's growth. Teachers view art as central to the educational process, as a form of exploration and expression. Each preschool has an art teacher who is available to work with the children and their teachers throughout the day. Projects, which provide numerous opportunities for symbolic representation, may last for several days or months. A sequence of responding, recording, playing, exploring, hypothesis building and testing, and provoking occurs in most projects. The projects described in detail concern shadows, self-portraits, war play, enemies, and outer space. (RH)

ED 318 628 SE 051 377

Report on the National Science Foundation Workshop on Science, Engineering, and Mathematics Education in Two-Year Colleges (Washington, DC, October 31-November 1, 1988).
National Science Foundation, Washington, D.C. Directorate for Science and Engineering Education.
REPORT NO.- NSF-89-50
PUB DATE- Jun 89
NOTE- 17p.
AVAILABLE FROM- National Science Foundation Forms Window, 1800 G Street, NW, Washington, DC 20550 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Mathematics; *College Science; Community Colleges; *Educational Improvement; *Government Role; Higher Education; Mathematics Education; Science Education; *Two Year Colleges; *Undergraduate Study
IDENTIFIERS- National Science Foundation

Two-year colleges are often overlooked in undergraduate education even though they are responsible for educating 37 percent of all college students and over half of the minorities in higher education. In the fall of 1988, the Office of Undergraduate Science, Engineering, and Mathematics Education (USEME) convened a 2-day conference to discuss the improvement of undergraduate education at the two-year college level. This report includes a brief introduction to the issue, eight recommendations for the improvement of introductory science and mathematics education at the two-year college level, and a list of workshop participants. (CW)

ED 318 690 SP 032 133

Tiberius, Richard G.
Small Group Teaching: A Trouble-Shooting Guide, Monograph Series/22.
REPORT NO.- ISBN-0-7744-0344-6
PUB DATE- 90
NOTE- 214p.
AVAILABLE FROM- The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V5 ($26.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Objectives; Foreign Countries; *Group Dynamics; Higher Education; Interaction; Problem Solving; Secondary Education; *Small Group Instruction; Student Behavior; *Student Motivation; *Teacher Student Relationship; *Troubleshooting
This guidebook focuses on the problems facing teachers in small group teaching. It is organized in three parts, each dealing with a specific common problem. Part One deals with clarifying instructional goals for the group. Part Two concerns interaction within the group and between the students and the teacher. Part Three encompasses the motivations and emotions of the group. Each of these three common problem areas contains several types of problems, which in turn are amenable to various remedies. Each problem type is organized as a chapter. At the beginning of each part is a table summarizing the problems, causes, and suggested remedies. The final chapter discusses the use of outside help (educational consultants) for problem areas not addressed in the manual. (JD)

ED 318 706 SP 032 214

The American Teacher 1989, Preparing Schools for the 1990s. The Metropolitan Life Survey.
Harris (Louis) and Associates, Inc., New York, N.Y.
SPONS. AGENCY- Metropolitan Life Insurance Co., New York, N.Y.
PUB DATE- 89
NOTE- 140p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- Career Ladders; *Educational Change; *Educational Quality; Elementary Secondary Education; Mentors; Minority Group Teachers; National Surveys; *Professional Recognition; Social Problems; *Student Behavior; *Teacher Attitudes; Teaching (Occupation); *Teaching Conditions; Trend Analysis

This survey of 2,000 K-12 public school teachers affords a retrospective on the years of major education reforms and, by examining trend data from earlier surveys, measures the impact of this period in education. Teachers' priorities for the near-term future are also examined. The report presents some possible directions schools might take during the coming decade. Educators were asked indepth questions on: (1) the quality of education, (2) school reforms, (3) school-based leadership committees, (4) the professional status of teachers, (5) accountability, (6) societal problems, (7) changes teachers want, and (8) the future. Data on specific questions are presented in charts and graphs. A copy of the questionnaire is appended. (JD)

ED 318 723 SP 032 304

Whooley, John E.
Improving Teaching across the Higher Education Curricula: A Response to the Criticism of Teacher Preparation Programs.
PUB DATE- Feb 90
NOTE- 9p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (70th, Las Vegas, NV, February 5-8, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Elementary Secondary Education; General Education; Higher Education; *Intellectual Disciplines; Modeling (Psychology); *Observational Learning; Preservice Teacher Education; *Role Models; Teacher Education Programs; *Teacher Educators; Teacher Effectiveness
Most criticism of teacher preparation programs has been leveled at schools, departments, and colleges of education. However, a case study at one university indicates that faculty in the School of Arts and Sciences deliver 61 percent of the credits in a typical elementary education program, and 74 percent in the secondary program. Because most of these faculty members have been prepared as researchers, logic suggests that they would be good models for researchers, not teachers. Issues of identity, preparedness, and modeling have been explored to some extent; they warrant an institutional response to criticisms of teacher preparation programs. An example of the type of institutional response called for is a program developed by the University of Wisconsin-Eau Claire. This program serves faculty from 34 academic disciplines and service areas and addresses the problems of preparedness and modeling. The program has been evaluated highly by participants. (AMH)

ED 318 808 UD 027 339

Latino Youths at a Crossroads.
Children's Defense Fund, Washington, D.C.
PUB DATE- Jan 90
NOTE- 32p.
AVAILABLE FROM- Children's Defense Fund Publications, 122 C Street, NW, Washington, DC 20001 ($7.45).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; At Risk Persons; Demography; *Disadvantaged Youth; *Educational Attainment; Educationally Disadvantaged; *Family Characteristics; *Hispanic Americans; *Individual Characteristics; Labor Force
IDENTIFIERS- Latinos

This document provides an overview of the status of Latino youth and their families and makes recommendations for improving their educational achievement. The following key facts are reported: (1) Latino youth comprise the fastest growing group of young people in the United States; (2) young Latinos are at economic and educational risk because their parents are younger, less educated, employed at lower paying jobs, and poorer than the parents of White adolescents; (3) 32.5 percent live in poverty; (4) the proportion living in single-parent female-headed homes has increased from one in four to one in three over the past decade; (5) young Latinas are more likely than Whites and less likely than Blacks to have had children; (6) only 27 percent of the Latina mothers who bore children while teenagers had graduated from high school by their mid-twenties, compared to more than half of Whites and two-thirds of Blacks; (7) only 4 of 10 Latino teens live in families headed by high school graduates; (8) Latinos comprise 18 percent of all dropouts and 7 percent of all high school graduates; (9) half of all Latino dropouts did not complete grade 9; (10) young Latino and White men are represented similarly in the labor force, but 55 percent of young Latinas are participating in the labor force compared with 67 percent of young White females; and (11) the differences among the subgroups of the Latino population are even greater than overall differences between Latinos and non-Latinos. Recommendations for improvement are suggested. Statistical data are included on six tables and 22 graphs. A list of 20 information resources, a list of 24 references, and a form for ordering publications about adolescent pregnancy prevention are appended. (FMW)

ED 318 456 IR 014 371

Brown, Jean; Kennedy, Mary F.
Instructional Development: A Conceptual Approach.
PUB DATE- 20 Jun 88
NOTE- 15p.; Paper presented at the National Conference on Instructional Technology of the Association for Media and Technology Education in Canada (18th, Halifax, Nova Scotia, Canada, June 1988). For related papers, see IR 014 370-372.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consultants; Educational Planning; *Educational Technology; *Instructional Development; Instructional Systems; *Interpersonal Competence; Problem Solving; *Teamwork
The collaborative consultancy role proposed for the educational technologist requires moving beyond the linear model of the systematic approach. Instructional developers need to operate on the conceptual level, to see themselves as problem solvers within a dynamic system in which there are no straight paths, but instead, many paths and many solutions. The new role requires them to enter the instructional process at the planning level, not at the development level. Above all, it requires instructional developers to work well with other people, and to be able to establish and maintain good relationships. Those who aspire to such a role must be both leaders and followers, speakers and listeners, learners and experts, and information-givers and information-seekers. (17 references) (GL)

ED 318 595 RC 017 501

Salerno, Anne; Fink, Mary
Dropout Retrieval Report: Thoughts on Dropout Prevention and Retrieval.
Florida State Dept. of Education, Tallahassee.; State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 89
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Characteristics; Dropout Programs; *Dropouts; Interviews; *Migrant Education; Migrant Programs; *Migrant Youth; Program Improvement; Secondary Education
IDENTIFIERS- Migrant Education Secondary Assistance Project
The present high school graduation rate for migrant students is approximately 50%, as compared to the 90% dropout rate of 20 years ago. Migrant Education's success has encouraged recent changes in funding to extend services to those youths between 17 and 21 who have not graduated. Attempts to draw dropout youths back to regular or alternative schools must take into account the reasons the students had for dropping out. Three leading indicators of students at high risk of dropping out are: (1) they are old for their age group; (2) they show poor academic achievement; and (3) they have low socio-economic status. Economic and cultural pressures not only increase the students' chances for leaving early, but also increase the difficulties of luring them back. This report presents summaries of interviews of 13 experienced migrant educators

conducted by staff of the Migrant Education Secondary Assistance (MESA) project. The educators presented ideas for administrative and educational practices that could be effective in increasing the number of dropouts returning to educational programs, including: (1) the work study concept; (2) flexible scheduling; (3) the dropout prevention specialist or advisor role; (4) community involvement; (5) role models; (6) parent involvement; and (7) a pre-General Educational Development Test (GED) program. (ALL)

ED 318 609 SE 051 356

de Sairigne, Catherine
Animals in Winter. Young Discovery Library Series.
REPORT NO.- ISBN-0-944589-05-7
PUB DATE- 88
NOTE- 41p.; Contains colored pictures which may not reproduce well. For other titles in this series see SE 051 357-368.
AVAILABLE FROM- Young Discovery Library, P.O. Box 229, Ossining, NY 10562 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Animal Behavior; Animals; Biological Sciences; *Childrens Literature; Elementary Education; *Elementary School Science; *Reading Materials; *Science Activities; *Science Materials; Scientific Concepts; Wildlife

This book is written for children 5 through 10. Part of a series designed to develop their curiosity, fascinate them and educate them, this volume introduces the habits of a variety of animals during the winter. Topics include: (1) surviving during winter, including concepts such as migration, hibernation, and skin color change; (2) changing behavior when spring comes; and (3) helping birds in winter. An activity identifying animal tracks is provided. (YP)

ED 318 643 SO 020 173

Spivey, Robert A.; And Others
Pathways to Pluralism: Religious Issues in American Culture.
SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.
REPORT NO.- ISBN-0-201-22177-2
PUB DATE- 90
NOTE- 208p.; For the teacher's guide, see SO 020 174. Photographs will not reproduce clearly.
AVAILABLE FROM- Addison-Wesley Publishing Company, Innovative Division, 2725 Sand Hill Road, Menlo Park, CA 94025.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Blacks; Churches; Church Role; *Cultural Pluralism; Curriculum Enrichment; *Religion; *Religion Studies; Religious Cultural Groups; Religious Differences; Secondary Education; Social Studies; *United States History; Units of Study
Because religion has greatly influenced the course of U.S. history and because it continues to have an impact on U.S. life, an examination of its role is a necessary part of social studies. In order to understand U.S. society, citizens must know something about the development of the religious ideas, practices, and institutions found in the United States today. Ten topics are presented: (1) "Why Go to the New World?"; (2) "Conformity or Diversity"; (3) "The American Revolution: A Religious War?"; (4) "Subsidy or Separation?"; (5) "The Churches on the American Frontier"; (6) "Black Americans and the Churches"; (7) "Religion: Personal and Social"; (8) "Ways of Understanding: Science and Religion"; (9) "Conscience or Constitution?"; and (10) "America: Protestant or Pluralist?" Each of these studies utilizes primary sources that treat a significant religious dimension of U.S. history. These readings are preceded by a short introduction to the topic under consideration and questions to help the reader focus on the major points and identify the central considerations. The document is illustrated with numerous black and white photographs. (JB)

ED 318 739 TM 012 117

A Comparison of the Effectiveness of Four Test Preparation Programs. Final Evaluation Report.
Chicago Public Schools, Ill.
PUB DATE- Jun 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Elementary Education; Elementary School Curriculum; *Elementary School Students; *Instructional Materials; Multiple Choice Tests; Reading Comprehension; *Standardized Tests; Test Anxiety; Test Coaching; *Test Wiseness
IDENTIFIERS- Iowa Tests of Basic Skills

Four commercial test preparation programs were evaluated for their effectiveness in increasing scores of elementary school student on standardized multiple-choice tests. Focus was on determining whether: formal training increases students' test-taking skills, students can generalize the test wiseness strategies to improve their scores on standardized tests, and increased knowledge of how to take tests reduces students' test anxiety. "Scoring High" (Random House), "Improving Test-Taking Skills" (Riverside), "On Target for Tests" (Continental Press), and "Reading Skills for Standardized Testing" (Hammond) were compared with no formal test wiseness instruction, using about 12,000 students in grades 2 through 8. The reading comprehension subtest of the Iowa Tests of Basic Skills was used to determine if such instruction improved the students' performance on standardized tests. A Test-Taking Survey, Test Anxiety Survey, and Teacher Survey were developed for the study. Although teachers usually liked the instructional packages, no decisive differences were found between those who received test taking instruction and those who did not. Teachers apparently gave informal test wiseness instruction; the comparison group was therefore not a valid control. No recommendation could be made for purchases of these packaged programs. Six graphs and seven tables are provided. (SLD)

ED 318 781 TM 014 885

Busch, John Christian
Application of a Mixed Consequential Ethical Model to a Problem Regarding Test Standards.
PUB DATE- Apr 90
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criterion Referenced Tests; *Ethics; Licensing Examinations (Professions); *Models; Moral Values; Psychometrics; *Standards; *Teacher Certification; *Testing Problems; Value Judgment
IDENTIFIERS- Curran (Charles); *Mixed Consequentialist Ethical Model; *Standard Setting
The work of the ethicist Charles Curran and the problem-solving strategy of the mixed consequentialist ethical model are applied to a traditional social science measurement problem--that of how to adjust a recommended standard in order to be fair to the test-taker and society. The focus is on criterion-referenced teacher certification tests. Because of test score fallibility, decisions made with those scores are subject to error, such as in the case of labeling a truly competent person as incompetent, or the reverse, labeling an incompetent person as competent. Psychometricians must recommend decisions regarding the standard; the ethical model of Charles Curran is adopted in this discussion. Curran specifically addresses the need for ethicists to speak to science in considering ethical issues, and he emphasizes the importance of an interchange between the technical and the theological/philosophical. A central and critical aspect of Curran's ethical model is the identification of the values of oneself or the institution. The consequences of adjusting the standard are to be examined and then compared with the values sought. Resolution then depends on the relative evaluation of the problems resulting from false positive and false negative errors. The advantages must outweigh the disadvantages. Values judged to be relevant to the problem in the case of teacher certification are listed, and a matrix summarizing consistency of consequences of actions with values is included. (SLD)

ED 318 835 UD 027 430

Root, Paul; Kennedy, Rob
Black Teacher Recruitment.
PUB DATE- 6 Apr 90
NOTE- 15p.; Paper presented at the Joint Annual Meeting of the Arkansas Association of Colleges for Teacher Education and the Arkansas Association of Teacher Educators (Little Rock, AR, April 6, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Black Teachers; Education Majors; Elementary Secondary Education; Higher Education; Literature Reviews; Minority Group Teachers; Racial Differences; *Student Recruitment; Teacher Education; *Teacher Shortage; Teacher Supply and Demand; *Teaching (Occupation)
The low number of blacks either enrolling in teacher education programs or available for teaching positions has been documented in numerous studies. However, not only do black college students not choose education as often as other professions, but black high school students do not choose to attend college as readily as members of other minority groups. Should these trends continue, minority group teachers may represent as little as five percent of the national teaching force by the turn of the century. Black teachers are needed to serve as role models, to teach cultural diversity, and to supplement the projected general teacher shortage. Various strategies have been suggested to encourage blacks and other minorities to enter the teaching profession. Those that involve increased salaries, raised status for classroom teachers, teacher empowerment, and reform of teacher education programs are not likely to be implemented. Strategies that focus on minority-specific recruitment, two-year and four-year college partnerships, and alternative certification procedures are more likely to be implemented. A list of 33 references is appended. (Author/FMW)

ED 318 498 JC 900 208

Carraway, Cassandra T.
Determining the Relationship of Nursing Test Scores and Test Anxiety Levels before and after a Test-Taking Strategy Seminar.
PUB DATE- Jun 87
NOTE- 46p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Nursing; Nursing Education; Program Effectiveness; Scores; Seminars; *Test Anxiety; *Test Wiseness; Two Year Colleges
A study was conducted to determine whether participation in a test-taking strategy seminar significantly decreased test anxiety in first-year nursing students. The study also sought to compare nursing test scores of first-year nursing students who participated in the seminar with those who did not. The sample consisted of 30 first-year nursing students enrolled at a Southern California community college. Experimental and control groups were randomly drawn. A Test Anxiety Inventory (TAI) was administered to the control and experimental groups prior to and after taking the 3-hour seminar on test-taking strategies. Each nursing student completed two nursing tests prior to the first TAI and two nursing tests after the second TAI. The scores were analyzed and compared for both the experimental and control groups. The experimental group, only, attended a test-taking strategy seminar 1 week after completing the first TAI; the second TAI was administered to both groups 1 week after the seminar. The study found that the nursing students who participated in the test-taking seminar had significantly lower test anxiety levels and significantly higher nursing test scores than those who did not participate. (The mean nursing test score prior to the semester was 81.20 for the experimental group and 80.13 for the control group, indicating a similar sample population.) A 36-item bibliography, the Test-Anxiety Instrument and the test-taking strategies covered at the seminar are appended. (WJT)

ED 318 511 JC 900 234

Langley, Harry M.; Wood, Clara C.
An Institutional Model for Assessment.
PUB DATE- Mar 90
NOTE- 90p.; Presentation presented at the Montclair Assessment Conference, "Strategies and Prospects for the Decade" (March 22-24, 1990, Montclair, NJ).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); College Administration; College Faculty; *College Outcomes Assessment; College Planning; *Followup Studies; *Institutional Evaluation; Long Range Planning; Models; Organizational Objectives; Private Colleges; School Effectiveness; *Student Evaluation; Two Year Colleges
IDENTIFIERS- *Brevard College NC

In March 1986, Brevard College, a private two-year liberal arts college, was evaluated for reaccreditation under the new criteria of the Southern Association of Colleges and Schools. Recommendations resulting from the visit focused on long-range planning, identification of expected educational outcomes, and development of outcomes assessment strategies. In response, the college conducted a a campus-wide workshop on educational outcomes, formulated a planning process, and tentatively reformulated the goals of the college. An Institutional Effectiveness Committee, consisting of faculty and administrators, was formed to recommend strategies and processes to the administrative staff for annual and long-range planning, as well as the means for evaluating the effectiveness of each action. The committee's directives for the 1987-88 academic year included: (1) discuss the function of planning and assessment with faculty, staff, and administrative units; (2) assist administrative units in following the approved planning process; (3) evaluate the effectiveness of the planning process; (4) assess the college's data collection activities; and (5) propose an overall method of outcomes assessment. Using Ken Yamada's variables for comprehensive institutional assessment, the committee developed an outcomes assessment model. The student assessment component of the model includes basic skills and diagnostic data, academic progress data for the first and second years, follow-up alumni surveys, transfer performance data, level of satisfaction determinations at various points, and personal development. Other aspects of institutional effectiveness assessed in the model are faculty and administrator employment satisfaction, professional development, the quality of the faculty, system openness, community interaction, ability to acquire resources, and organizational health. Appendixes include a list of the recommendations made to Brevard College and the college's responses, a synthesis of college goals, Brevard's model for faculty, staff, and institutional assessment, and year-end reports. (WJT)

ED 318 551 PS 018 734

Williams, Trefor; And Others
Food, Environment and Health: A Guide for Primary School Teachers.
World Health Organization, Geneva (Switzerland).
REPORT NO.- ISBN-92-4-1544007
PUB DATE- 90
NOTE- 151p.
AVAILABLE FROM- WHO Publications Center USA, 49 Sheridan Avenue, Albany, NY 12210 ($18.40, plus $2.00 shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Disease Control; *Family Environment; *Food; Guidelines; Health; *Health Promotion; *Hygiene; Instructional Materials; *Learning Activities; Primary Education; Water Quality; Water Treatment
IDENTIFIERS- Food Preparation; Food Storage
This book for primary school teachers provides a practical collection of facts, advice, projects, games, stories, and sample questions for use in teaching children the importance of healthy habits. Food, personal hygiene, and the home environment are areas of particular concern. Details range from advice on ways to start a school garden or design a class growth chart to instructions for a game of "germ warfare" that illustrates how pathogens invade the human body. Throughout, the work emphasizes simple, imaginative tools for correcting errors of food safety, nutrition, and personal hygiene commonly found in developing countries. The book consists of seven self-contained teaching units which can be used in any sequence. Units deal with: (1) food and the body; (2) keeping food safe; (3) a safe water supply; (4) safe collection and disposal of waste; (5) personal hygiene; (6) the role of insects, pests, and domestic animals in spreading disease; and (7) a healthy home environment. Teachers are given guidance for explaining to children the body's need for water, the types of food the body needs to stay healthy, and the means by which disease can be spread through a community. The liberally illustrated book contains numerous suggestions for involving children in practical activities that will reinforce what they learn and help them appreciate the relevance of their new knowledge to their lives outside the school. (Author/RH)

ED 318 581 RC 017 482

Gutierrez, David, Comp.; Trujillo, Roberto G., Comp.
The Chicano Public Catalog: A Collection Guide for Public Libraries.
PUB DATE- 87
NOTE- 188p.
AVAILABLE FROM- Floricanto Press, Inc., 16161 Ventura Blvd., Suite 830, Encino, CA 91436.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Books (010)
DESCRIPTORS- Hispanic American Culture; Humanities; Library Materials; *Mexican American History; *Mexican American Literature; *Mexican Americans; Social Science Research
IDENTIFIERS- *Chicano Studies; *Mexican American Culture; Mexican American Studies

The field of Mexican American studies has come of age only in the past 15 years. This bibliography represents a core library collection of works in Mexican American studies and the Mexican American experience. Works significantly influencing Chicano scholarship are also included. The bibliography is weighted to reflect the historical period from 1848 to the present; however, notable works pertaining to the Spanish colonial period are also cited. The biliography cites all major authors and publishers in the field, but excludes children's literature, non-print materials, and periodical literature because bibliographies already exist in these areas. The availability of titles cited was a criterion for inclusion. Chicano materials included are almost exclusively in English. The bibliography groups materials into 8 categories, as follows: (1) general works and bibliographies; (2) religion; (3) social sciences; (4) language; (5) arts and music; (6) literature; (7) history; and (8) periodicals. A brief annotation is provided for each entry, describing the scope and content of the material. There are both an author and a title index. This bibliography contains 487 references. (DHP)

ED 318 657 SO 020 693

Understanding Taxes: A Survey of Users. Research Report Number 109.
Agency for Instructional Technology, Bloomington, IN.
PUB DATE- Jan 90
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Citizenship Education; Coordinators; Economics Education; Grade 11; Grade 12; High Schools; Mail Surveys; Program Evaluation; Secondary School Teachers; Social Studies; State Officials; Statistical Surveys; *Taxes; Units of Study

This report analyzes and describes the results of survey research conducted with teachers, curriculum consultants, instructional television specialists, and others regarding the instructional effectiveness and the uses of "Understanding Taxes," a taxpayer education program aimed primarily at high school students. Written surveys were mailed to three discrete subsamples: teachers, state representatives, and curriculum coordinators. Nearly 4,500 surveys were mailed out (75% of them to teachers). Returns numbered 924, a 20.5% rate of response (the teachers' rate was only 18.3%). Results of this study show "Understanding Taxes" to be a well-used supplement to the 11th- and 12th-grade curricula of many high schools around the nation. It is used primarily in economics classes, although teachers of business, government, and social studies also have found it to be useful. Generally, reactions to "Understanding Taxes" are quite positive. In using the program, most teachers pick and choose from among the instructional pieces. Some relatively minor concerns about the video programs and computer software were reported. Appendices contain the three survey instruments used for the research. (AS)

ED 318 673 SO 020 792

Biography. Advisory List of Instructional Media. 1989 Edition.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- Dec 89
NOTE- 32p.; For a related document, see SO 020 795.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Annotated Bibliographies; *Biographies; Book Reviews; *Books; Curriculum Enrichment; Elementary Secondary Education; Leaders; *Reading Materials; Resource Materials

Qualitative reviews of 56 biographies appropriate for readers in grades two through twelve are provided. Full bibliographic data is given, including the price, as well as a grade level indication. Reviews are also offered for nine biography series. The list includes biographies of Blacks, women, political leaders, handicapped people, authors, sports figures, Native Americans, business leaders, and others. Twenty-eight books and three series that were favorably reviewed in other sources are listed in addition, and the review sources are given for each. A list of the names and addresses of the publishers concludes the document. (JB)

ED 318 767 TM 014 825

Tuma, John; Gifford, Antoinette
Higher Graduation Standards and Their Effect on the Course-Taking Patterns of College- and Non-College-Bound High School Graduates, 1969 to 1987.
PUB DATE- 90
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; *College Bound Students; Comparative Analysis; *Course Selection (Students); Educational Trends; *Graduation Requirements; *High School Graduates; High Schools; Longitudinal Studies; *National Surveys; *Noncollege Bound Students; Predictor Variables; Required Courses; Student Educational Objectives; Trend Analysis
IDENTIFIERS- High School and Beyond (NCES); National Assessment of Educational Progress; National Longitudinal Survey Youth Labor Market Ex; Study of Academic Prediction and Growth
The effects of higher requirements for high school graduation on

patterns of participation in secondary education among high school graduates and different patterns of course-taking among college-bound and non-college-bound students from 1969 to 1987 were studied. Data sets were from four national studies on high school students: (1) the Educational Testing Service's Study of Academic Prediction and Growth (1969); (2) the National Longitudinal Survey of Labor Force Experience--Youth Cohort (1975-82); (3) the High School and Beyond Study (1982); and (4) the National Assessment of Educational Progress Transcript Study (1987). Each data set contained complete transcripts for a sample of students. A taxonomy of secondary courses was applied to the transcript files for college-bound and non-college-bound students. Policy efforts to raise high school graduation requirements appear to have resulted in greater average course loads among high school graduates, and more course work in mathematics, science, and foreign languages. More students in 1987 indicated that they planned to go to college than did those in 1982. However, non-college-bound students did not complete more advanced mathematics and science credits in 1987 than in 1982 or 1969. The students most responsive to educational reforms were those who planned to go to college; those planning to enter the labor force were not experiencing the same benefits. An outline of the secondary school taxonomy and seven data tables are provided. (SLD)

ED 318 472 IR 014 456

Critical Connections: Communication for the Future.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
REPORT NO.- OTA-CIT-407
PUB DATE- Jan 90
NOTE- 400p.; For a summary of this report, see IR 014 457.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9325 (Stock No. 052-003-01143-3, $17.00).
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; Cultural Opportunities; Economic Development; *Government Role; *Information Technology; *Information Transfer; *Policy Formation; *Telecommunications

This report analyzes the implications of new communication technologies for business, politics, culture, and individuals, and suggests possible strategies and options for Congressional consideration. The report consists of 13 chapters: (1) Summary; (2) Conceptual Framework for Analyzing Communication Issues; (3) New Technologies and Changing Interdependencies in the Communication Infrastructure; (4) The Impact of New Technologies on Communication Goals and Policymaking; (5) Communication and Comparative Advantage in the Business Arena; (6) Communication and the Democratic Process; (7) Communication and the Production of Culture; (8) Communication and the Individual; (9) Equitable Access to Communication Opportunities; (10) Security and Survivability of the Communication Infrastructure; (11) Interoperability in the Communication Infrastructure; (12) Modernization and Technological Development in the U.S. Communication Infrastructure; and (13) Jurisdictional Issues in the Formulation and Implementation of National Communication Policy. The appendixes include a list of each of the following: workshop participants; reviewers and contributors; contractor reports; and acronyms used in the report. (GL)

ED 318 524 JC 900 254

Accreditation: Evaluating the Collective Faculty.

Academic Senate for California Community Colleges, Sacramento.
PUB DATE- 90
NOTE- 8p.; Prepared by the Educational Policies Committee.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Accreditation (Institutions); *College Faculty; *Community Colleges; Evaluation Criteria; Faculty Development; *Faculty Evaluation; Faculty Workload; Self Evaluation (Groups); *Teacher Characteristics; *Teacher Effectiveness; Teacher Selection; Two Year Colleges
IDENTIFIERS- *California Community Colleges
The Academic Senate for the California Community Colleges developed this series of criteria for use by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges as a basis for developing standards for evaluating the collective faculty of a college. Criteria dealing with the characteristics of the faculty focus on the following: (1) the hiring process, suggesting that each college insure that faculty are chosen for their ability to perform their professional responsibilities and their understanding of the characteristics of the students they will serve; (2) preparation in the discipline, suggesting that more than 90% of the full- and part-time faculty should possess qualifications that at least meet state minimum hiring standards, and more than 50% should exceed the state minimum hiring standards; (3) staff development, focusing on the accessibility and faculty awareness of professional development opportunities, and the adoption of measures of faculty currency in their field; (4) evaluation, suggesting that the evaluation process focus on faculty effectiveness, currency in his/her field, extracurricular activities, service to the community, and self-evaluation and identification of self-determined goals; (5) assignment and load, recommending faculty involvement in the accreditation process and in academic senates and that data be collected to evaluate instructors' performance in non-teaching roles and measure faculty-wide participation in committees; (6) faculty effectiveness, suggesting that evaluation of the faculty as a whole measure the percentage of faculty judged by students and their peers to be satisfactory or better, and the percentage who have received training in pedagogy and working with a multicultural student body; and (7) staff diversity, encouraging colleges to strive for racial and cultural diversity in their faculty and staff. The final section argues that the ideal measure for evaluating the collective faculty is the degree to which they contribute to the motivation and achievement of students. (JMC)

ED 318 536 JC 900 270

Boisset, Annick; And Others
Persistence in Science: Gender and Program Differences.

John Abbott Coll., Sainte Anne de Bellevue (Quebec).
PUB DATE- 89
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Community Colleges; Females; Foreign Countries; Majors (Students); Males; Questionnaires; School Surveys; Science Education; Science Interests; *Science Programs; *Sex Differences; Student Attitudes; *Student Attrition; Student Characteristics; Two Year Colleges; Two Year College Students

This study was conducted to investigate persistence rates and gender differences among science students at John Abbott College (JAC). Issues addressed in the study included the differences between students persisting in and those transferring out of science programs, female representation in science programs at JAC, and the differences, if any, between male and female students' performance in science courses and their reasons for transferring out of science. All students accepted into science programs for fall 1986 were mailed an admissions survey which solicited data on educational background, reasons for choosing science, university plans, and perceptions of factors which influenced their enrollment and performance in science. A very high return rate yielded 455 usable surveys. For the next four semesters, all students who requested a change of program filled out a questionnaire designed to identify their reasons for leaving the program. After winter 1988, transcripts were studied for academic performance and to confirm data. Study findings included the following: (1) female representation (37.6%) was much lower than male representation in the science programs; (2) females enrolled at a much higher rate in health science (22.2%) than in pure and applied science (15.3%); (3) female students had significantly higher overall grade point averages after four semesters than the males; (4) in health sciences, females enrolled in basic courses rather than advanced courses much more often than males; (5) only 20% of the male students graduated after four semesters, compared to 32% of the females; (6) transferees out of science subsequently chose programs in commerce and social sciences; (7) both genders, but particularly the females, perceived themselves as having little control over their lack of success; (8) both males and females ranked chemistry as the most difficult subject; and (9) female persisters' parents tended to be more highly educated than female transferees' parents, but no such differences were found for males. The survey instrument and student comments are appended. (WJT)

ED 318 629 SE 051 378

Report on the National Science Foundation Disciplinary Workshops on Undergraduate Education. Recommendations of the Disciplinary Taskforces Concerning Critical Issues in the U.S. Undergraduate Education in the Sciences, Mathematics and Engineering.

National Science Foundation, Washington, D.C. Directorate for Science and Engineering Education.

REPORT NO.- NSF-89-3
PUB DATE- Apr 89
NOTE- 77p.
AVAILABLE FROM- National Science Foundation Forms Window, 1800 G Street, NW, Washington, DC 20550 (free while supply lasts).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Biological Sciences; Chemistry; *College Mathematics; *College Science; Computer Science; *Educational Improvement; *Engineering Education; Geology; *Government Role; Higher Education; Mathematics Education; Physics; Science Education; *Undergraduate Study
IDENTIFIERS- National Science Foundation

In 1988, the Office for Undergraduate Science, Engineering, and Mathematics Education (USEME) convened a series of disciplinary workshops designed to obtain a better understanding of the conditions and trends in undergraduate education in the United States in seven critical areas: Biology, Chemistry, Computer Science, Engineering, Geosciences, Mathematics, and Physics. Each workshop was comprised of about 20 leaders from the appropriate disciplines in academia and industry. This report describes the findings of these workshops and their recommendations concerning actions that should be taken to improve undergraduate education in the United States. An executive summary and individual reports are included. Each individual report provides a list of participants, a summary, background information, and recommendations. (CW)

ED 318 691 SP 032 136

Rozmajzl, Michon; Boyer-White, Rene
Music Fundamentals, Methods, and Materials for the Elementary Classroom Teacher.
REPORT NO.- ISBN-0-8013-0320-6
PUB DATE- 90
NOTE- 334p.
AVAILABLE FROM- Longman, Inc., 95 Church Street, White Plains, NY, 10601 ($38.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Applied Music; Elementary Education; *Elementary School Curriculum; *Integrated Curriculum; *Learning Strategies; *Music Activities; *Music Education; Music Reading; *Teaching Methods; Vocal Music

This text was written for the elementary education teacher who has had little or no previous background in music. It is written primarily for classes in which fundamentals and methods of music are taught simultaneously. Section one includes step-by-step procedures to teach the structural components of each of the basic elements of music. Strategies for teaching the specific component are presented. Section two highlights the minimum music skills needed by teachers of classroom music. Section three guides teachers through the mechanics of preparing, sequencing, and evaluating music activities. Section four addresses two important aspects of the elementary music program: the integration of music with other subjects, and teaching students with special needs. Visuals, music selections, sequencing charts, blank pages, staff pages, and other pedagogical aids appear throughout the text. (JD)

ED 318 707 SP 032 216

Ittenbach, Richard F.; Chissom, Brad S.
Social Dynamics of a University Weight Room: A Microethnography.
PUB DATE- 89
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Little Rock, AR, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Athletes; Athletics; *Group Dynamics; Higher Education; Interaction Process Analysis; Muscular Strength; *Social Behavior; *Sport Psychology; *Weightlifting
The purpose of this investigation was to describe and explain the social dynamics of America's second most popular recreational sport, weight lifting, as performed on a university campus. Data were collected and analyzed using the participant observation approach to grounded theory research. Several hypotheses evolved from this analysis: (1) it is possible to classify weight lifters according to a preestablished social hierarchy; (2) the reasons for lifting are as varied as the people themselves; and (3) a number of social roles exist to help guide the overt behavior of lifters. (Author)

ED 318 724 SP 032 308

Buchmann, Margret
Beyond the Lonely, Choosing Will: Professional Development in Teacher Thinking. Occasional Paper No. 131.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.; National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 46p.
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824-1034 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Style; Creative Thinking; *Educational Philosophy; *Fundamental Concepts; Higher Education; Interaction Process Analysis; *Professional Development; Teacher Attitudes; *Teacher Role; *Teaching (Occupation)

This paper aims to accomplish several purposes through conceptual analysis, story telling and interpretation, excursions into philosophy, and recent studies of teachers' professional development. First, the paper identifies limitations and confusions in current conceptions of teachers' professional thinking: equating teacher thinking with planning and decision making, and confounding professional choice with personal liberty. These limitations and confusions mislead thought and action in efforts at teacher development and school improvement. Second, in a counterargument, the paper stresses the limits of choice in teaching (as in any social role) and introduces a membership-goodness-obligation theme. The counterargument and theme lead to a broadened conception of teacher thinking that includes contemplation, described as devoted thought that is not deluded. In a third part, to clarify this view of contemplation, the paper draws on stories of professional development and teaching. Fourth, applying the counterargument to the literature on teachers' professional life cycles, the suggestion is made that a distinction exists between focusing on the classroom in the service of the teacher's self ("personal interiority") and focusing on the classroom in the service of teaching and students ("professional interiority"). Only the second form of interiority is held to be consistent with professional development and school improvement. (Author/AMH)

ED 318 753 TM 014 770

Thompson, Bruce
Planned versus Unplanned and Orthogonal versus Nonorthogonal Contrasts: The Neo-Classical Perspective.
PUB DATE- 30 Mar 90
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conferenc Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; Comparative Analysis; Error of Measurement; Hypothesis Testing; Statistical Significance

IDENTIFIERS- Nonorthogonal Variables; *Orthogonal Comparison; *Planned Comparisons
The use of multiple comparisons in analysis of variance (ANOVA) is discussed. It is argued that experimentwise Type I error rate inflation can be serious and that its influences are often unnoticed in ANOVA applications. Both classical balanced omnibus and orthogonal planned contrast tests inflate experimentwise error to an identifiable maximum. Significance test results are overinterpreted in contemporary analytic practice, and researchers must consider effect sizes and replicability or invariance analyses when formulating interpretations. To guide analytic practice, it is suggested that omnibus hypotheses that are not of interest or which cannot be interpreted should not be tested, since such tests can distort hypothesis tests that are of interest. Orthogonal contrasts should be preferred over non-orthogonal contrasts. The use of planned contrasts is suggested in place of omnibus or unplanned hypothesis tests. Use of planned comparisons tends to result in more thoughtful research with greater power against Type II error. Small data sets and examples support the discussion, and nine tables illustrate these examples. A 73-item list of references is included. (SLD)

ED 318 795 TM 014 918

Wilson, Joan B.
School Program Assessment in the Republic of Korea: Changing Strategies in an Era of Reform.
PUB DATE- Apr 90
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Role; College Entrance Examinations; *Educational Assessment; Educational Change; Educational Policy; Educational Trends; Foreign Countries; National Programs; *Program Evaluation; Screening Tests; Secondary Education; Secondary School Curriculum; Test Reliability; Test Validity
IDENTIFIERS- *South Korea
Plans for new school/university entrance examinations and program assessment in the Republic of Korea are examined as such plans represent a significant variable in the formula for educational reform. In 1987, a Presidential Commission on Educational Reform identified evaluation and testing as a critical factor in the reconstruction of the nation's school system. Historically, students studied a national curriculum and were evaluated at grade level on national standardized tests and periodic national high school and college entrance examinations. Policy planners and the professional education community are now dealing with complexities in the reformulation of tests and measurements to reflect individual student aptitude in the redesigned curriculum and to judge institutional competency based on proposed accreditation standards. Unfortunately, consensus has not been reached on the definition of a "scholastic aptitude test", and no bank of test questions has been developed using a standard of reliability and validity. Moreover, universities and secondary schools are inadequately prepared to run their own, independent screening programs. The Commission has recommended preparation of test guidelines by universities based on high school curricula, reinfo ed career guidance programs, and established quantitative targets and major indicators of educational growth. (TJH)

ED 318 822 UD 027 394

Samuda, Ronald J.; And Others
Assessment and Placement of Minority Students.
REPORT NO.- ISBN-0-88937-024-9
PUB DATE- 89
NOTE- 243p.
AVAILABLE FROM- C. J. Hogrete Publishers, 14 Bruce Park Avenue, Toronto, Ontario M4P 2S3 ($38.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Pluralism; Culture Fair Tests; *Educational Testing; Elementary Secondary Education; Foreign Countries; Intelligence Tests; *Minority Group Children; Norm Referenced Tests; *Racial Bias; *Student Placement; Testing; Test Reliability; Test Validity
IDENTIFIERS- *North America
This book addresses some of the important considerations surrounding the use of tests and assessment procedures when applied to students who are culturally, linguistically, and/or socioeconomically different from mainstream North Americans. Chapter 1 introduces the problems of using standards based on a white Anglo-Saxon perspective to assess and educate culturally different students. Chapter 2, "Multiculturalism: Perspectives and Challenges" (R. J. Samuda), examines key issues in a global and historical context. Chapter 3, "The New Challenge of Student Assessment and Placement" (R. J. Samuda), discusses the need for reform. Chapter 4, "Psychometric Factors in the Appraisal of Intelligence" (R. J. Samuda), examines test reliability and validity. Chapter 5, "Nature Versus Nurture" (R. J. Samuda), examines foundations of the assessment issue. Chapter 6, "Understanding and Coping with Individual Differences" (S. L. Kong), discusses varieties of individual differences. Chapter 7, "Institutionalized Racism and the Assessment of Minority Children: A Comparison of Policies & Programs in the United States & Canada" (J. Cummins), delineates how assessment procedures support institutional racism. Chapter 8, "Student Assessment and Placement in Ontario Schools" (R. J. Samuda), reports on a study of student placement. Chapter 9, "Innovative Approaches in Assessment" (J. Lewis), surveys alternative test procedures. Chapter 10, "Mental Capacity Testing as a Form of Intellectual-Developmental Assessment" (J. Pascual-Leone and H. Ijaz), discusses capacity testing. Chapter 11, "Towards Nondiscriminatory Assessment: Principles and Application" (R. J. Samuda), summarizes a school board's attempts to create a non-biased testing policy. A list of 327 references and an index are appended. (FMW)

ED 318 457 IR 014 372

Brown, Jean; Kennedy, Mary F.
The Teacher-Librarian as Instructional Developer.
PUB DATE- 86
NOTE- 28p.; For related papers, see IR 014 370-371.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Consultants; Elementary Secondary Education; Foreign Countries; *Individualized Instruction; *Instructional Development; *Interpersonal Competence; Library Role; *Media Specialists; Metacognition; *Professional Education; *Resource Teachers
IDENTIFIERS- Canada; Newfoundland; *Teacher Librarians
The implication of an ever-increasing knowledge base is that students will need to know how to select, evaluate, and utilize information. In response, a resource-based approach to learning which emphasizes learning how to learn has been recommended in curriculum guides in Newfoundland from kindergarten through the final year of secondary school, requiring teachers to use resources beyond textbooks in order to provide a variety of individualized learning experiences to students with very different needs. It is unrealistic to expect classroom teachers to meet all of the demands of the new curriculum without support. An expanded role for teacher-librarians is envisioned that will necessitate significant revision of teacher-librarian training programs. Educational technology must be an essential part of the academic training if teacher-librarians are to successfully assume their new roles as collaborative consultants and provide the support required by classroom teachers. Among the new competencies for the position are: (1) curriculum planning, implementation, and evaluation; (2) analysis of materials in terms of their ability to achieve instructional objectives; (3) conceptualization and design of media to achieve objectives; (4) human relations and group dynamics skills; and (5) the ability to assume the teacher's frame of reference. (28 references) (GL)

ED 318 566 PS 018 750

Basic Skills.
Addison-Rutland Supervisory Union, Fair Haven, Vt.
PUB DATE- Jul 89

NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Basic Skills; Computer Uses in Education; *Educational Objectives; Elementary Education; *Elementary School Curriculum; Language Arts; Mathematics Skills; Reading Readiness; Reading Skills; Science Instruction; Social Studies
IDENTIFIERS- *Addison Rutland Supervisory Union VT; *Vermont

This publication lists basic skills curriculum objectives for kindergarten through eighth grade in the schools of the Addison-Rutland Supervisory Union in Fair Haven, Vermont. Objectives concern language arts, reading, mathematics, science, and social studies instruction. Kindergarten objectives for general skills, physical growth, motor skills, and academic skills are also listed. In the final section, objectives for computer instruction are organized by four grade levels. (RH)

ED 318 610 SE 051 357

Limousin, Odile
The Story of Paper. Young Discovery Library Series.
REPORT NO.- ISBN-0-944589-16-2
PUB DATE- 88

NOTE- 41p.; Contains colored pictures which may not reproduce well. For other titles in this series see SE 051 356-368.
AVAILABLE FROM- Young Discovery Library, P.O. Box 229, Ossining, NY 10562 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Childrens Literature; Conservation (Environment); Elementary Education; *Elementary School Science; *Paper (Material); *Reading Materials; *Science Activities; Science History; *Science Materials
IDENTIFIERS- *Paper
This book is written for children 5 through 10. It is part of a series designed to develop their curiosity, fascinate them and educate them. In this volume, the history of paper from ancient times to the present is described. Topics include: (1) diverse uses of paper; (2) history of paper making; (3) natural resource conservation; and (4) process of paper making. An activity--making papier-mache--is provided. (YP)

ED 318 486 IR 053 146

Secondary Library Media and Information Skills Syllabus, Grades 7-12. Part I: Scope and Sequence.
New York State Education Dept., Albany. Bureau of Curriculum Development.
PUB DATE- 88
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrative Policy; *Cooperative Planning; *Course Integrated Library Instruction; *Curriculum Development; Learning Resources Centers; *Library Skills; Media Specialists; Organizational Objectives; School Libraries; Secondary Education; Secondary School Teachers; State Curriculum Guides; Users (Information)
IDENTIFIERS- New York State Regents

This syllabus was developed in response to the requirement in the New York State Board of Regents Action Plan for improving elementary and secondary library and information skills. The skills, taught by library media specialists and classroom teachers, are to be integrated into regular courses and cover all subject areas in order to afford students the opportunity to pursue new studies, synthesize new knowledge and experience with the known, and refine their ability to make judgments and decisions. The 23-part syllabus is designed to provide administrators, school media specialists, and classroom teachers with the framework for determining the specific content, scope, and sequence of instruction in library media and information skills at the secondary level. The guide is divided into three general areas of skill development: (1) inquiry and investigation; (2) reading guidance and literature appreciation; and (3) utilization of computer and nonprint resources. Each section contains an explanation of the concept, objectives derived from the concept, and learner outcomes. Grade levels appropriate for teaching and reinforcing the concepts are indicated. Appended materials include a statement of Regents goals for elementary and secondary students, a description of the school library media center and its functions, implications of the Regents action plan for library media programs, an overview of curriculum integration, and guidelines for teaching students who have handicapping conditions. (SD)

ED 318 644 SO 020 174

Spivey, Robert A.; And Others
Pathways to Pluralism: Religious Issues in American Culture. Teacher's Guide.
SPONS. AGENCY- Danforth Foundation, St. Louis, Mo.
REPORT NO.- ISBN-0-201-22178-0
PUB DATE- 90
NOTE- 132p.; For the student text, see SO 020 173.
AVAILABLE FROM- Addison-Wesley Publishing Company, Innovative Division, 2725 Sand Hill Road, Menlo Park, CA 94025.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Blacks; Churches; Church Role; Class Activities; *Cultural Pluralism; Curriculum Enrichment; Learning Activities; *Religion; *Religion Studies; Religious Cultural Groups; Religious Differences; Secondary Education; Social Studies; *United States History; Units of Study

Any program used to teach about religion in the social studies must meet certain criteria. The materials must be socially significant and suitable to the classroom. The teaching strategy must promote genuine learning, taking every safeguard to prevent indoctrination. Only then is the public school teacher warranted, legally and morally, to undertake an in-depth examination of religious traditions. Each of the 10 studies presented in the text "Pathways to Pluralism" has an integrity of its own. While it is not necessary that these studies be used in a fixed sequence, it is important that any study chosen be used in its entirety in order to promote objectivity. Free inquiry and induction are characteristic of the materials. Students are asked to analyze source materials related to religion and the social studies, and on the basis of the information provided, are asked to develop their own positions. Then an open, informed class discussion permits students to present their own points of view, and respectfully consider positions different from the ones they have reached. This teacher's guide includes for each study: (1) a statement of the primary goals; (2) information to be considered in responding to the study questions

in the text; (3) oral and written activities that may be presented at the conclusion of the study; (4) questions for further research; and (5) a vocabulary list. A correlation of this text with leading U.S. history textbooks is also provided. (Author/JB)

ED 318 658 SO 020 717

Carpenter, J. P.
Using the New Technologies To Create Links between Schools throughout the World. Colloquy on Computerised School Links (Exeter, Devon, United Kingdom, 17-20 October 1988).
Council for Cultural Cooperation, Strasbourg (France). School Education Div.
REPORT NO.- CDCC(89)10
PUB DATE- 12 May 89
NOTE- 38p.
AVAILABLE FROM- Council of Europe, BF431 R6, F-67006 Strasbourg, Cedex France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Change; *Educational Innovation; *Educational Technology; Elementary Secondary Education; Foreign Countries; Global Approach; *Information Technology; *International Educational Exchange; *International Programs; *Networks
IDENTIFIERS- *Europe
The theme of this colloquy was selected as a response to the concern often expressed by teachers to create more effective communications among school systems in order to facilitate links among schools. Forming links among schools in different countries throughout the world has made a notable contribution to the enrichment of the curriculum and to the development of international awareness and understanding among pupils, their parents, and their teachers. Information technology is the great enabler. It provides for those who have access to it an extension of their powers of perception, comprehension, analysis, thought, concentration, and articulation through a range of activities. The intellectual amplification it provides, when properly exploited in education, can deliver the self-confidence and openness of mind that is indispensable for learning and development. This report discusses this theme, traces the preparation for the colloquy, summarizes the program presentations and activities, and presents the recommendations formed by the colloquy working groups.

Appendices contain the reports of the working groups and a list of the participants. (JB)

ED 318 740 TM 014 074

Thompson, Linda W.
An Evaluation Approach: Programs for At-Risk Students.
Indiana Public School/Univ. Partnership.
PUB DATE- Oct 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Failure; Compensatory Education; Educational Assessment; Educationally Disadvantaged; *Educational Opportunities; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Formative Evaluation; *High Risk Students; Potential Dropouts; *Program Evaluation; Remedial Programs; *State Programs; Summative Evaluation
IDENTIFIERS- *Educational Opportunity Prog At Risk Students; *Indiana
The Educational Opportunity Program for At-Risk Students is a statewide initiative of the State of Indiana to expand existing programs or create new programs for at-risk students. The 57 programs improved or initiated in the 1988-89 school year most commonly included tutoring, counseling and support services, or promotion of parent/community involvement. The evaluation process to be applied to these programs is described. A preliminary step in the evaluation process is the identification and involvement of a group of people who will use the results of the evaluation and, therefore, will be able to suggest questions which should be addressed. Subsequent steps include the following: (1) determining the needs the program is designed to address; (2) clarifying the specific goals of the program; (3) considering how to examine the program fairly; (4) identifying the results of the program; (5) interpreting the data; and (6) deciding what recommendations and reports can be made. Appendix A lists the strategies of formative and summative evaluations. Appendix B is a sample evaluation report for the Indiana State Department of Education. (SLD)

ED 318 782 TM 014 895

Hennings, Sara Strouss
Opinion Surveys: Various Perceptions from Different Response Groups.
PUB DATE- Apr 90
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrators; *Attitude Measures; Career Development; Career Ladders; Comparative Analysis; Elementary Secondary Education; Evaluation Methods; *Opinions; Principals; *Program Evaluation; *School Surveys; *Teacher Attitudes
IDENTIFIERS- *North Carolina Career Development Program
In 1988, opinion surveys were administered to 5 different respondent groups at each of the 15 pilot sites participating in North Carolina's Career Development Program (CDP) for educators. Five separate questionnaires were developed for the following respondent groups: (1) teachers; (2) principals and assistant principals; (3) central office staff and special groups of educators; (4) school superintendents; and (5) school board members. The questionnaires focused on the respondents' opinions of the CDP. Of the 7,354 surveys sent to the pilot sites, 6,528 were returned (overall response rate of 89%). Specific questions were asked about teacher and principal performance evaluation and the evaluation criteria for other positions. The comprehensive survey yielded many perceptions of the CDP. Teachers, central office personnel, and special groups of educators were more positive in their responses when they had more than 10 years of experience, while principals and assistant principals tended to be more positive with experience over 11 years. Overall, principals and assistant principals were more positive than were teachers on 50 of the 54 questions asked of both groups. Twenty-four tables present survey results, which can be useful at the state level as well as the pilot site level. (SLD)

ED 318 809 UD 027 367

Levy, Janet E.
Joining Forces: Conceptual Underpinnings.
Joining Forces, Washington, DC.
PUB DATE- Sep 88
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; *Child Welfare; Cooperative Programs; *Disadvantaged; *Educational Improvement; Elementary Secondary Education; Program Descriptions; Social Change; *Welfare Services
IDENTIFIERS- *Collaboratives; *Joining Forces Program
Joining Forces helps create a broad-based collaboration among the education, welfare, and child welfare systems to serve as a catalyst for change in public policy and practice on behalf of disadvantaged children and their families. An alarming number of children and adults face situations that threaten their immediate well-being and put them at-risk of long-term disadvantage. Traditionally, education has been viewed as the means to escape from poverty and disadvantage, but the dropout rate in many cities approaches or exceeds 50 percent and an estimated 23 million adults are functionally illiterate. These conditions persist in an era of significant, widespread reform in the welfare, child welfare, and education systems. However, no one system, regardless of how far-reaching its reform effort, has the expertise or resources to meet all of the complex and wide-ranging needs of those it serves. People are better able to learn when personal, family, and environmental problems are minimized or resolved. Better educated people will be better able to support themselves and avoid long-term dependency. By working together or in tandem, the education and social welfare systems stand to make better use of limited resources and to give each of the systems, and the people who rely on them, a greater chance at success. A list of 51 references is appended. (FMW)

ED 318 596 RC 017 502

Fink, Mary; Salerno, Anne
At Risk Youth. An Annotated Bibliography for Migrant Educators.
Florida State Dept. of Education, Tallahassee.; State Univ. of New York, Geneseo. Coll. at Geneseo. Migrant Center.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 89
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *At Risk Persons; *Migrant Education; *Migrant Youth; Secondary Education; Youth Problems
IDENTIFIERS- Migrant Education Secondary Assistance Project

This annotated bibliography on the education of secondary-school-aged migrant students or at-risk youth contains over 100 entries for books, journal articles, government reports, and audio-visual materials, organized alphabetically by personal authors' names and document titles in case of no personal author. The bibliography was compiled by a systematic search of ERIC database and a scrutiny of migrant education specialists' review of the literature. Each entry contains the author, title, publication date, publisher, and ERIC accession number where applicable. (ALL)

ED 318 674 SO 020 793

Social Studies. Advisory List of Instructional Media.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- Mar 88
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Competency Based Education; Elementary Secondary Education; *Instructional Materials; *Media Selection; *Social Studies
IDENTIFIERS- *North Carolina

This annotated bibliography of instructional materials for social studies lists 63 items, along with descriptive information about each item or series. Material are grouped into categories by type: (1) books, (2) reference books, (3) a supplemental text, (4) a workbook, (5) filmstrips, (6) kits, (7) a periodical, and (8) videocassettes. Citations are listed alphabetically within each section, and give author, title, publisher or producer, price, and suggested grade range and subject areas. A directory of 27 publishers and producers is also included. (AS)

ED 318 836 UD 027 431

African American Enrollment in Independent Schools, 1988-89. Research Notes on Education. No. 6.
Institute for Independent Education, Inc., Washington, DC.
PUB DATE- Apr 90
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- *Black Education; *Black Students; Elementary Secondary Education; *Enrollment; Parochial Schools; *Private Schools; Public Schools

This report discusses the enrollment of African-American students in independent neighborhood schools across the country. Students in these schools constitute the second largest group of African-Americans outside the nation's public school systems. Over 52,000 African-American students are enrolled in independent schools. Data for African-American enrollment are provided for independent schools belonging to the following institutions: (1) National Catholic Educational Association; (2) Institute for Independent Education; (3) National Association of Independent Schools; (4) General Conference of Seventh Day Adventists; (5) The Lutheran Church-Missouri Synod; (6) Christian Schools International; and (7) National Association of Episcopal Schools. Other institutions, for which such data are not available, are also listed. Ten references are included. (JS)

ED 318 499 JC 900 209

Rice, Gary
Student Profile, College of DuPage, Fall 1986-1989. Topical Paper.
College of DuPage, Glen Ellyn, Ill.
PUB DATE- Apr 90
NOTE- 197p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Credit Courses; *Enrollment; *Enrollment Trends; Full Time Students; Noncredit Courses; Part Time Students; School Demography; School Statistics; *Student Characteristics; Student Educational Objectives; Tables (Data); Two Year Colleges; *Two Year College Students
Prepared to provide staff with a more comprehensive profile of the student body of the College of DuPage (COD), Illinois, this report looks at changes in the student body and its increasing diversity over the last 5 years, and raises issues for staff discussion and planning. The report is divided into 18 sections, each consisting of an introduction, observations and highlights, key implications and issues, and data tables and graphics. Each section contains fall term statistics for the past 4 years. Some sections report collegewide statistics only, while others are partitioned by campus. The report covers: (1) global college statistics; (2) credit vs. non-credit status; (3) ethnicity; (4) age; (5) residency/community; (6) previous high school; (7) previous college; (8) highest education; (9) veteran; (10) full-time vs. returning enrollment status; (11) full-time vs. part-time class load; (12) freshman vs. sophomore student level; (13) on- vs. off-campus course location; (14) class meeting time; (15) division/department instructional area; (16) Illinois Community College Board funding category; (17) declared intent; and (18) occupational program. (Author/JMC)

ED 318 552 PS 018 735

Sultana, Michael
Dissemination of the Project's Findings. National Seminar (3rd, Msida, Malta, May 9-13, 1988). The CDCC's Project No. 8: "Innovation in Primary Education."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT(88)65
PUB DATE- 15 Jan 90
NOTE- 45p.; For related documents, see ED 315 172-175 and PS 018 736-740.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Curriculum Development; *Educational Innovation; *Educational Practices; Educational Technology; Elementary Education; *Elementary School Curriculum; Foreign Countries; Information Dissemination; Leadership; Parent Participation; *Program Implementation; Record Keeping; Seminars; Student Evaluation; Teacher Role
IDENTIFIERS- *Barriers to Change; Head Teachers; *Malta

A national seminar was held in Msida, Malta, for the purpose of disseminating results of the Council of Europe's Council for Cultural Cooperation's project on Innovation in Primary Education (IPE). Another aim was to discuss in depth the recommendations in the final report on the IPE project in the context of the Maltese system of education. A total of 67 heads of private and state primary schools in Malta attended. Participants were asked to briefly describe a curriculum innovation they had introduced into their schools and to rate the importance and difficulty of 12 issues related to innovation in school systems. Lectures at the seminar concerned: (1) sources of change and the need for innovation in the primary school; (2) resistance to change and variables related to the introduction of innovations to schools; (3) the traditional role of the head teacher and demands for innovation; (4) the contemporary role of the head teacher as an innovation agent; (5) curriculum development in the primary school; (6) assessment, appraisal, and record keeping; (7) parent participation; and (8) new technologies. Working groups discussed matters raised by lecturers during plenary sessions. The report provides summaries of opening speeches and lectures, and reports, conclusions, and recommendations of the working groups. (RH)

ED 318 567 PS 018 751

Allen, Michael G.
Profile of Vermont Schools in the Middle: A Research Report.
Vermont Association for Middle Level Education, Castleton.
PUB DATE- 90
NOTE- 48p.
AVAILABLE FROM- VAMLE, Box 664, Middlebury, VT 05753 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; Comparative Analysis; *Elementary School Curriculum; Elementary Secondary Education; *Instruction; *Middle Schools; Principals; Profiles; Program Evaluation; Program Implementation; *School Organization; *Staff Development; State Surveys
IDENTIFIERS- *Vermont
This study provides a data profile on Vermont's middle level schools and draws several comparisons between these data and those collected in a similar study conducted in 1980. Section One reports the current data from surveyed principals. Section Two offers several comparisons between 1980 and 1989 data. Section Three draws conclusions and offers recommendations. Data were collected by means of a 19-item questionnaire that was mailed to the 31 middle grades schools in Vermont. A total of 23 questionnaires were returned. Reported findings concern: (1) administrative organization, including grade configuration, housing arrangements, and articulation; (2) establishment of the middle school; (3) decisions concerning grade organization; (4) staff development; (5) curriculum, including common subjects, and required and elective programing; (6) instruction, including instructional organization and schedule, grouping for instruction, independent study, reports of pupil progress, and counseling of students; (7) school evaluation; and (8) other data, including home-based and teacher advisory programs, faculty preparation, plans for evaluation, and major problems. Comparisons in Section Two focus on basic curriculum and instruction. Conclusions reflect expectations for improving middle level education for Vermont's early adolescents. (RH)

ED 318 582 RC 017 483

Gugliotta, Bobette
Women of Mexico: The Consecrated and the Commoners, 1519-1900. La Mujer Latina Series.
REPORT NO.- ISBN-0-915745-16-X
PUB DATE- 89
NOTE- 191p.
AVAILABLE FROM- Floricanto Press, 16161 Ventura Blvd., Suite 830, Encino, CA 91436.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060) Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Females; History; *Latin American Culture; *Latin American History; *Mexicans; Spanish Culture; Womens Studies
IDENTIFIERS- *Latin American Studies; *Mexico

This collective biography offers insight into the more famous and infamous women in Mexico's history and weaves the tale of how their ways and deeds have shaped both a culture and a nation. The book starts with the conquest and ends with the twentieth century, outlining the lives of Mexican women and their causes. The women described in the book are socially diverse, embracing "saints, sinners, wives, mothers, business women, nuns, politicians, and transvestites"; their stories are presented without bias. The 7 chapters are: (1) The Conquistadoras; (2) Of Tribulations and Trials; (3) Practical Nuns and Other Sisters; (4) La Decima Musa; (5) Freedom Fighters; (6) The Lovers; and (7) Carlota and Company. The book contains an extensive bibliography and an index. (ALL)

ED 318 611 SE 051 358

Lucas, Andre
Monkeys, Apes and Other Primates. Young Discovery Library Series.
REPORT NO.- ISBN-0-944589-26-X
PUB DATE- 89
NOTE- 41p.; Contains colored pictures which may not reproduce well. For other titles in this series see SE 051 356-368.
AVAILABLE FROM- Young Discovery Library, P.O. Box 229, Ossining, NY 10562 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Animal Behavior; Animals; Biological Sciences; Books; Children; *Childrens Literature; Elementary Education; *Elementary School Science; Elementary School Students; *Primatology; *Reading Materials; *Science Materials; Wildlife; Zoology
IDENTIFIERS- *Monkeys
This book is written for children 5 through 10. Part of a series designed to develop their curiosity, fascinate them and educate them, this volume introduces the primate family, their physiology, and habits. Topics described include: (1) kinds of monkeys, including lemur, chimpanzee, gorilla, squirrel monkey, and marmoset; (2) behaviors when travelling, eating, sleeping, and defending themselves; (3) advent of human ancestors; and (4) hypothetical apes, such as King Kong and the yeti. (YP)

ED 318 692 SP 032 138

Boston University School of Education Consortium.
Association of Teacher Educators, Reston, Va.
PUB DATE- Feb 90
NOTE- 36p.; The appended "Consortium Council By-Laws" may not reproduce well because of some broken type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; *Articulation (Education); College School Cooperation; *Consortia; Elementary Secondary Education; Higher Education; *Institutional Cooperation; Preservice Teacher Education; *Schools of Education; *Shared Resources and Services
IDENTIFIERS- *Boston University MA

In 1977, a group of Massachusetts educators and administrators entered an agreement to exchange educational and instructional resources among themselves. This consortium now includes 7 public school systems and 11 agencies within the Greater Boston area, 5 universities, and 4 international schools outside the United States. School of Education students complete field work in a variety of settings offered by the member schools and agencies. Consortium members advise on matters of curriculum reform and performance evaluations, and serve as teaching associates in required courses. Consortium initiatives for children have included after-school enrichment programs, artist-in-residence programs, cultural presentations, and on campus physical education programs. Exchange ventures have brought inner-city and suburban children together. The consortium gives Boston University a genuine laboratory in which to test theory and has given the field members an opportunity to enhance their skills, learn from each other, and work with university faculty in shaping future professionals. The Consortium Council By-Laws are attached. (JD)

ED 318 708 SP 032 218

Paciorek, Michael J.; Jones, Jeffery A.
Sports and Recreation for the Disabled: A Resource Manual.
REPORT NO.- ISBN-0-936157-31-3
PUB DATE- 89
NOTE- 396p.
AVAILABLE FROM- Benchmark Press, Inc., 701 Congressional Boulevard, Suite 340, Carmel, IN 46032 ($28.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adapted Physical Education; *Athletic Equipment; *Athletics; *Disabilities; *Physical Activities; *Recreational Activities; Resource Materials
This resource manual represents the most comprehensive information available on adapted sport and recreation activities for people with disabilities. The book focuses on ways that people with disabilities can access sport and recreational opportunities from which they have been traditionally excluded. The manual takes a cross-disability view of sporting and recreational opportunities for the disabled. The framework of the text features nine major sports organizations that currently provide athletic and recreational opportunities to the disabled. Each of the 53 activities chapters is organized to provide information on the national governing body which oversees the development of each sport, from archery to wrestling, and the primary disability for which the activity is designed. Information is also provided on the suppliers and manufacturers of adapted equipment for the sport. (JD)

ED 318 754 TM 014 771

McNamara, Thomas C.
Training Students To Take Better Control of Their Learning by Framing Questions in Multiple-Choice Format.
PUB DATE- Apr 90
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Elementary Education; *Elementary School Students; Grade 2; Grade 3; Grade 4; *Learning Strategies; *Multiple Choice Tests; *Teaching Methods; Test Construction; Test Format; Test Items; *Test Wiseness
IDENTIFIERS- *Self Directed Questioning
An attempt was made to develop self-directedness in students through teaching them how to write questions in multiple-choice format, and by making students aware that phrasing things in multiple-choice format is a way of asking questions that is conducive to developing thinking, writing, and test-taking skills. The study, a form of reflective inquiry, was conducted in three classes, one each of grades 2, 3, and 4, in low-income urban areas. Five sessions were held in each of the classes. Students first heard a passage, and then attempted to make lists of key words related to the reading. With instruction, they developed multiple-choice items for the material. By the end of the third week, almost all of the students, even in grade 2, understood the importance of framing a correct answer and "good, wrong" options and recognized how much effort it took to work through the chain of possible answers. The teachers indicated that the process had been beneficial and were happy to continue working with it. Teachers thought the approach was particularly useful in developing thinking skills and reinforcing good test-taking skills. An appendix summarizes the philosophy of the study and presents achievement scores in reading for these classes in January 1990, and for 1 and 2 years previous (not available for grade 2). This information is not presented as outcome information for the study, but is cited to provide context material about the students. Seven data tables are included. (SLD)

ED 318 458 IR 014 374

Schlenker, Richard M.
Obtaining Help with AppleWorks V2.0 Word Processing Files Using the

Apple IIGS Computer. First Edition.
Dependents Schools (DOD), Washington, DC. Pacific Region.
PUB DATE- 89
NOTE- 56p.; For other titles in this series, see ED 304 090, ED 305 087 and ED 313 009.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Software; Databases; Instructional Materials; *Microcomputers; *Spreadsheets; *Word Processing
IDENTIFIERS- *Apple IIGS; *AppleWorks
This guide was developed as a "how to" training device for obtaining help with AppleWorks version 2.0 word processing files using the Apple IIGS computer with two disk drives. Step-by-step instructions are provided for program loading; selecting the help list; and using the help list to copy text, delete text, find parts of a document, identify page break locations, move part or all of a document, change file names, replace words, set tabs, use bold face, use underline, move to the beginning of a file, and move to the end of a file. Diagrams of the monitor screen are provided for each step in the process of bringing word processor and spreadsheet files from a data disks to the computer desktop. (GL)

ED 318 473 IR 014 457

Critical Connections. Communication for the Future. Summary.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
REPORT NO.- OTS-CIT-408
PUB DATE- Jan 90
NOTE- 36p.; For the full report, see IR 014 456.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Information; Cultural Opportunities; Economic Development; *Government Role; *Information Technology; *Information Transfer; *Policy Formation; *Telecommunications

This summary of the larger report analyzes the implications of new communication technologies for business, politics, culture, and individuals, and suggests possible strategies and options for Congressional consideration. The first of four major sections describes the changing U.S. communications infrastructure. The second section summarizes some of the opportunities and constraints presented by new communication technologies, including discussions of communication and comparative advantage in the business arena, communication and the democratic process, communication and the production of culture, and communication and the individual. Policy issues and Congressional strategies are discussed in the third section. Issues addressed include equitable access to communication opportunities; security, survivability, and interoperability of the infrastructure; modernization and technological development of the U.S. communication infrastructure; and jurisdiction in the formulation and implementation of national communication policy. The fourth section presents the case for a national market, economic, and social vision of the role of communication. Figures included throughout illustrate Congressional options in response to changes in the communication infrastructure. (GL)

ED 318 512 JC 900 236

Usera, John J.
Labette Community College Analysis of Alumni Survey Results for 1989 Graduates.
Labette Community Coll., Parsons, KS.
PUB DATE- Apr 90
NOTE- 42p.; For earlier analysis, see ED 303 215.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; Educational Assessment; Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Questionnaires; School Demography; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; Vocational Followup

In 1989, a survey was mailed to graduates of Labette Community College (LCC), in Kansas, to gather information on their educational experiences, employment status, and satisfaction with the college's programs and services. Questionnaires were sent to 150 of the 216 1989 graduates. Study findings, based on a 67.6% response rate, included the following: (1) the majority of the respondents were female (71.6%), Caucasian (94.7%), and married (55.2%), with a median age of 35 years; (2) 64.9% entered LCC several years after high school; (3) respondents attended LCC for an average of 2.73 years; (4) 93.8% of the graduates attended LCC to pursue an associate degree, either as a full-time student (62.5%) or a part-time student (31.3%); (5) the three major reasons given for choosing LCC were availability of a particular program or course, convenient location, and low cost; (6) 18.8% of the respondents transferred to another college after completing their degree; (7) 81.3% attended LCC to acquire job-readiness skills; (8) respondents were "satisfied" to "very satisfied" with the faculty, the quality of instruction, and the college in general; and (9) 67% of the respondents were employed full time, and 28% reported that they had been prepared "very well" for their occupation. The survey instrument and respondent comments are attached. (JMC)

ED 318 630 SE 051 379

Lowry, William H.; Thorkildsen, Ron
The Effects of a Videodisc-Based Direct Instruction Program in Fractions on Mathematics Achievement and Self-Concept.
PUB DATE- Apr 90
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audiovisual Aids; Educational Technology; *Elementary School Mathematics; *Fractions; Grade 4; Grade 5; Intermediate Grades; *Mathematics Achievement; Mathematics Education; *Self Concept; *Videodisks
This study investigated the effect of a direct instruction program in fractions, on achievement and self-concept. A pretest-posttest, quasi-experimental, nonequivalent control group design was used to compare the two groups of upper elementary school students (N=337). Treatment group students received instruction in fractions via a teacher-directed, videodisc-based program. The control group received their normal grade-four or grade-five mathematics program. Results indicated that the treatment group mean on a criterion referenced test was higher than that of the control; differences in achievement test scores among the treatment classes varied directly with the level of program implementation; and the scores of the treatment group classes on the self-concept instrument were higher than those of the control group classes. A list of 31 references is included. (Author/CW)

ED 318 768 TM 014 826

Thorndike, Robert M.; And Others
Impact of Life Experiences on Cognitive Development.
PUB DATE- 89
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; College Freshmen; Epistemology; Essay Tests; Factor Analysis; Higher Education; Individual Development; *Life Events; Psychometrics; Student Experience; Test Reliability; *Undergraduate Students
IDENTIFIERS- *Measure of Epistemological Reflection
The kinds of life events that may affect cognitive development were explored for 777 students, mostly freshmen, enrolled in introductory social science courses at Western Washington University Bellingham (Washington). Cognitive functioning was assessed using the Measure of Epistemological Reflection (MER) of

M. B. Taylor (1983). Students also completed a Life Events Questionnaire concerning events in their recent past. Seventy-five of the freshmen were retested after 1 year. Several factor analyses explored the structure of the MER. Significant life events were found to be associated with a higher level of cognitive functioning. The most pervasive was the personal experience of intense inner insight. Other themes that were seen with some consistency were: (1) experienced divorce, separation, or the end of a serious love relationship; (2) experienced major change in church activity; (3) experienced sexual difficulties; and (4) independently made an important life decision. Scores on the MER showed only modest positive correlations, suggesting that the total score should be viewed with caution as an index of cognitive development. This finding was supported by the factor analyses, which indicated more than one factor, suggesting that cognitive development might be better described with two scores. Five data tables and two figures illustrate the study. (SLD)

ED 318 796 TM 014 922

Druva-Roush, Cynthia Ann; Wu, Zhi Jun
Gender Differences in Visual Spatial Skills: A Meta-Analysis of Doctoral Theses.
PUB DATE- Aug 89
NOTE- 26p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Ability; College Students; *Doctoral Dissertations; Effect Size; Elementary Secondary Education; Higher Education; Meta Analysis; *Sex Differences; *Spatial Ability; Test Results; Visualization; *Visual Measures
IDENTIFIERS- Mental Rotation; Spatial Tasks

Meta-analysis techniques were used to summarize the results concerning gender differences reported in doctoral dissertations on visual spatial skills. Dissertations were chosen because they are not subject to the selection process of journals, which may bias results toward large effects. An analysis of 150 independent data points in 43 dissertations indicated an overall effect size of 0.205. A majority of these dissertations used college freshmen and sophomores as subjects. When the scores were partitioned into the categories of spatial perception, mental rotation, and spatial visualization, the effect sizes were 0.034, 0.433, and 0.171, respectively. These effect sizes are smaller than those reported in a recent meta-analysis of journal articles using the same ability categorization. When test results were recategorized using a task complexity scale, gender differences increased with the complexity of the task. When scores were partitioned by task complexity (recognition, manipulation, and multiple tasks), effect sizes were 0.131, 0.280, and 0.243, respectively. Within the spatial manipulation category, effect sizes became larger as the age of the subject increased. Four tables present the data. One appendix lists bibliographic information about the 43 dissertations, and two appendices classify the tests and list them by dissertation. (Author/SLD)

ED 318 823 UD 027 397

Dropout Information for Twenty-Five Participating Connecticut School Districts--1987-88 and 1988-89 School Years.
Connecticut State Dept. of Education, Hartford. Bureau of Research, Planning, and Evaluation.
PUB DATE- 90
NOTE- 33p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- *Dropout Characteristics; Dropout Prevention; Dropout Programs; *Dropout Rate; *Dropout Research; Dropouts; Elementary Secondary Education; *High Risk Students; Minority Group Children; School District Size; *School Holding Power; Sex Differences; Student Attrition
IDENTIFIERS- *Connecticut

This report presents data from 25 school districts in Connecticut that were involved in dropout prevention planning programs in grades kindergarten through twelfth for the 1987-88 and 1988-89 school years. Each of these districts addresses the problems of both accounting for the dropout rate, and developing an effective and reliable method for the collection of dropout data. The findings presented in this report include percentages for the following student types: (1) those who progress from grade to grade; (2) those who are retained; (3) those who transfer; and (4) those who drop out. Within the category of dropout, a further breakdown of type of dropout is established. Dropout rates, retention rates, and district continuity rates are reported by grade level within community type (small town, medium-size town, big city), with mean annual rates provided for grades 7-12 and grades 9-12. Statistics for dropout population composition by ethnicity and by gender are also presented. Findings indicate that males and minorities, especially Hispanics, are overrepresented in the dropout population. In addition, the highest incidence of dropping out occurs in different grades depending on the district size and the ethnicity of the student. The implications of these findings are discussed. Five figures and four tables are included. The following items are appended: (1) a list of districts involved in dropout prevention; (2) a student dropout data form; and (3) a table of dropout rates by district size. (JS)

ED 318 837 UD 027 432

Yin, Robert K.; White, J. Lynne
Managing for Excellence in Urban High Schools: District and School Roles. Final Report.
COSMOS Corp., Washington, DC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-942570-24-3

PUB DATE- Sep 86
NOTE- 261p.
CONTRACT- 400-83-0060
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Principles; Board of Education Policy; Educational Administration; *Excellence in Education; *High Schools; Outcomes of Education; *School Administration; School Based Management; School Districts; School Effectiveness; Secondary Education; *Urban Schools

This 3-year study attempted to identify school and district management practices that produce exemplary urban high schools. Information was gathered from 40 high schools with the following characteristics: (1) offering a comprehensive curriculum with no examination requirements; (2) located in one of the 166 largest and densest central cities; and (3) serving at least 30 percent disadvantaged students and at least 30 percent racial or ethnic minorities. Despite an extensive screening effort, only four of the 40 schools studied were found to have scholastic achievement and attendance rates that qualified them as "exemplary." Nevertheless, a variety of instructional management, organizational management, and district-school co-management practices were identified in the remaining four schools that were were believed to produce exemplary outcomes that could be associated with school effectiveness theory, excellence theory, and collaborative efforts by districts and schools. The study concludes that all three approaches were relevant and complementary in developing a framework for improving practices in urban high schools. Recommendations for further research are suggested. Twenty-seven tables of statistical data and ten vignettes are included. A list of 143 references, field guides for conducting intensive, focused, and interview site visits, and an analysis of practices at four intensive sites are appended. (FMW)

ED 318 597 RC 017 503

Hazi, Helen M.
Teachers and the Recht Decision: A West Virginia Case Study of School Reform. A Technical Report.
SPONS. AGENCY- Appalachia Educational Lab., Charleston, W. Va.; West Virginia Univ., Morgantown.
PUB DATE- Sep 89
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Change Strategies; *Educational Change; Educational Research; Elementary Secondary Education; *Public Education; Public Schools; Public School Teachers; Qualitative Research; *Rural Education; Teacher Alienation; *Teacher Attitudes; Teacher Morale
IDENTIFIERS- Pauley v Bailey; *Reform Efforts; *West Virginia
In 1982 the "Recht decision," in Pauley v. Bailey, found school financing in West Virginia to be inequitable and prescribed quality standards for every aspect of public education. This report examines teachers' responses to resulting school reform efforts. In-depth interviews were conducted with over 200 selected teachers and administrators at five West Virginia sites, and relevant national and state documents were analyzed. Recurrent themes were that teachers: (1) knew little about reform efforts in their county and state, and saw little change in their classrooms; (2) viewed reform as an ineffective "paper exercise"; (3) were angry over low salaries, failing benefits, and excessive paperwork; and (4) felt that they have little control of decision-making in their schools. Elementary teachers have felt the brunt of reform, with the imposition of time requirements on the instructional day, while secondary teachers have been relatively untouched in their classroom practices. Teacher responses fit various profiles, including accommodative, resistant, and self-protective. These themes and profiles support the conclusion that West Virginia teachers are disconnected from and disenfranchised within their schools. Since teachers are the element most crucial to quality education, their exclusion from decision-making in the reform process will certainly impede the achievement of reform goals. This report contains 125 references, a list of West Virginia reform activities since 1982, excerpts from West Virginia State Board of Education policy, and an overview of U.S. school reform and the unique needs of rural schools. (SV)

ED 318 675 SO 020 794

Social Studies. Advisory List of Instructional Media.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- Oct 88
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Competency Based Education; Elementary Secondary Education; *Instructional Materials; *Media Selection; *Social Studies
IDENTIFIERS- *North Carolina

This annotated bibliography of instructional materials for social studies lists 85 citations along with descriptive information about each item or series. Citations are grouped into categories by type: (1) books, (2) a book for teacher use, (3) reference books, (4) filmstrips, and (5) videocassettes. Citations are listed alphabetically within each section, and give author, title, publisher or producer, price, and suggested grade range and subject areas. Includes several books, filmstrips, and videocassettes in series, with both individual and series prices. A directory lists 32 publishers and producers. (AS)

ED 318 810 UD 027 373

Wahab, Zaher

"The Melting Pot" Revisited.
PUB DATE- Feb 89
NOTE- 17p.; Paper presented at the Annual Conference of the Oregon Multicultural Association (5th, Salem, OR, February 16-17, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Black Students; Blue Ribbon Commissions; *Capitalism; *Educational Change; *Minority Groups; Minority Group Teachers; Multicultural Education; *Racial Bias; Social Change; *Student Needs; *Teacher Education

A complete restructuring of American institutions, values, ideals, economy, politics, and culture is required to overcome the peripheralization and injustices caused by the racism that is endemic and embedded in the capitalist fabric of American society. Race relations have declined during the 1980s as evidenced by the erosion of many of the gains of the civil rights movement and a resurgence of overt racism. The white ruling class expresses occasional interest in and concern for minority groups through the formation of study commissions to minimize social, economic, and political costs and regain American hegemony in the world. The findings of the following studies indicate that despite the needs of growing minority populations, an insufficient number of minority group teachers are being prepared for roles in schools and institutions of higher learning: (1) "One Third of a Nation" (Commission on Minority Participation in Education and American Life, 1988); (2) the 1985 findings of the National Coalition of Advocates for Students; (3) "An Imperiled Generation" (Carnegie Foundation, 1988); (4) "A Nation Prepared: Teachers for the 21st Century" (Carnegie Foundation, 1986); (5) "Tomorrow's Teachers" (Holmes Group, 1986); and (6) "Teaching as a Profession: The Challenge for Oregon" (Oregon State Legislature, 1986). Furthermore, a study of the knowledge and attitudes of 202 undergraduate education majors at Lewis and Clark College conducted between 1983 and 1986 indicates that current teacher education is not preparing teachers who are sensitive to the cultural backgrounds and world views of black students. National commitment to multicultural education is only a first step to reforming national and global social and economic structures. A list of 25 references is appended. (FMW)

ED 318 487 IR 053 150

Mathies, Bonnie K.
Training the Bibliographic Instructor.
PUB DATE- 88
NOTE- 30p.; Paper presented at the Growing into the Future Together Conference (Columbus, OH, November 3-5, 1988).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Checklists; Curriculum Development; Instructional Materials; Library Education; *Library Instruction; *Professional Training; *Program Descriptions; *Teaching Methods; Transparencies; User Needs (Information)
The 26 masters for overhead transparencies that make up this collection include quotations, suggestions, and checklists related to teaching bibliographic instruction. Individual masters include definitions of bibliographic instruction; the characteristics of ineffective library users; a checklist for effective teaching techniques; the characteristics of an effective bibliographic instructor; criteria for good presentation skills; a list of terms that many students do not understand; illustrations of how analogies and models can be used; a list of the behaviors of enthusiastic instructors; a model for course planning; a checklist of writing important objectives; four approaches for writing a bibliographic instruction course outline--a tool approach, a search strategy approach, a discipline approach, and a types of information approach; writing a syllabus; guidelines for developing good assignments; designing assignments; student diaries and journals; search projects; the process of instruction; assessing bibliographic instruction knowledge and skills; demonstrating the effectiveness of bibliographic instruction; and program evaluation. (13 references). (SD)

ED 318 525 JC 900 255

Faculty Development Policy Guidelines.
Academic Senate for California Community Colleges, Sacramento.
PUB DATE- 90
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Governing Councils; *Community Colleges; *Curriculum Development; Educational Legislation; *Faculty Development; Guidelines; *Instructional Development; *Organizational Development; Staff Development; Teacher Improvement; Two Year Colleges
IDENTIFIERS- *California Community Colleges

These guidelines were developed to provide an overview of faculty development issues and concerns. The first section reviews the principles of faculty development, citing the California Postsecondary Education Commission's (CPEC) classification of faculty development activities into the categories of professional, instructional, curriculum, and organizational development. The next section discusses the role of the local academic senate in making recommendations to college administrators and district governing boards pertaining to academic and professional issues and as the steward of faculty development activities. Drawing from the Education Code and guidance from the Chancellor's Office of the California Community Colleges, the next section offers guidelines for faculty and staff development. Legislatively authorized uses of funds are listed, including improvement of teaching; maintenance of current academic and technical knowledge and skills; in-service training for vocational education and employment preparation programs; retraining to meet changing institutional needs; intersegmental exchange programs; development of innovations in instructional and administrative techniques; computer and technological proficiency programs; and programs supporting affirmative action and upward mobility goals. After defining these areas, the paper looks at the purposes of staff development as articulated by CPEC and at the proper balance of professional, instructional, curricular, and organizational development. The next section focuses on the legislative mandate that each campus develop a human resources development plan, arguing for a major role for the academic senate. The final section advocates the adoption of a flexible calendar plan for staff development. (WJT)

ED 318 537 JC 900 272

Pflaster, Gail
Students' Preferences in Types of Classroom Instruction and the Compatibility between Teaching/Learning Styles.
John Abbott Coll., Sainte Anne de Bellevue (Quebec).
PUB DATE- Apr 88
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Style; College Faculty; Community Colleges; Discussion (Teaching Technique); Foreign Countries; Instructional Films; Lecture Method; Psychology; *Student Attitudes; Student Reaction; Teacher Attitudes; *Teaching Methods; Two Year Colleges; Two Year College Students

This study was conducted at John Abbott College to determine the preferences of psychology students among five styles of classroom instruction: films, group discussions, lectures, teacher-led questions and answers, or videos. Questionnaires were distributed in four psychology teachers' upper-level courses, lower-level courses, and continuing education courses. Usable data were obtained from two teachers and 585 students. Teachers were asked to anticipate the students' responses as to preferences of the teaching styles. Films were ranked as first preference by 31% of the students, videos second (31%), group discussions third (31%), teacher-led questions and answers fourth (34%), and lectures fifth (31%). Student rankings coincided with the teachers' predictions. Due to limited teacher participation, not enough data were collected to draw conclusions about preferred learning styles or teacher awareness of these preferred styles. (WJT)

ED 318 709 SP 032 221

Baumann, Hartmut
Motor Learning and Aging.
PUB DATE- Jan 90
NOTE- 8p.; Paper presented at the Commonwealth and International Conference of Physical Education, Sport, Health, Recreation and Leisure (Auckland, New Zealand, January 18-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); *Athletics; *Individual Development; *Older Adults; *Perceptual Motor Learning; *Performance Factors; Teaching Methods
Two recent conferences on the science of sport have focused on the topic of sports for older people. Investigations have been made on the special demand in motor learning, in table-tennis, family-tennis, gymnastics, and dancing. This paper summarizes some experiences and conclusions drawn from these studies, including special notes on isolated dimensions of motor learning ability at a higher age. In the first part, some basic knowledge on motor learning abilities at higher age are outlined. The second part gives some first results of studies on motor learning and aging. (JD)

ED 318 725 SP 032 310

Short, Edmund C.
Ten Inquiry Methods Used in Curriculum Studies.
PUB DATE- 27 Mar 90
NOTE- 53p.; Paper presented at the Pennsylvania State University Seminar on Curriculum Research (University Park, PA, May 27, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Critical Thinking; *Curriculum Research; *Hermeneutics; Heuristics; Holistic Approach; *Inquiry; Logical Thinking; *Research Methodology
Ten different methods of inquiry are outlined in this overview of research methodologies currently being employed in the field of curriculum studies: (1) philosophical, (2) historical, (3) scientific, (4) artistic, (5) moral, (6) religious, (7) interpretive, (8) instrumental, (9) deliberative, and (10) action oriented. Each of the 10 methods is discussed in terms of its distinctive purpose, the theories of inquiry that are applicable, the kinds of questions the method is capable of addressing, and the logic of the procedure it employs. While these analytic distinctions can be made, in actual curriculum research practice, more than one of the methods may be used together within a single study. A continuum may be noticed through the 10 methods of inquiry from the more disciplinary methods associated with the academic disciplines to the more multidisciplinary methods associated with fields of practice. Over 150 references are listed. (JD)

ED 318 741 TM 014 592

Fargo, J. Steven; And Others
Arizona Lesson Observation and Evaluation (ALOE): Design Test Edition, 1990.
Northern Arizona Univ., Flagstaff. Center for Excellence in Education.
PUB DATE- 90
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Observation Techniques; Cooperating Teachers; Elementary Secondary Education; *Evaluation Methods; *Lesson Observation Criteria; State Programs; Supervisors; Teacher Effectiveness; *Teacher Evaluation; Teaching Skills
IDENTIFIERS- *Arizona Lesson Observation and Evaluation System
The Arizona Lesson Observation and Evaluation (ALOE) system of evaluating teaching is presented. ALOE was developed from Arizona adaptations of the Georgia Teacher Performance Assessment Instruments and, with G. Taylor's "Functional Elements Analysis of Teaching Skills" (FEATS), forms an integrated observation package which allows teaching to be examined in three dimensions: (1) a categorical perspective; (2) a clustered-repertoire context perspective; and (3) a skill level. The three dimensions are addressed in three contexts with the following different instrument editions for individuals observing teaching from specific perspectives: Methods Edition; Supervisor Edition; and Cooperating Teacher Edition. These three manuals are abbreviated editions intended for regular use; in this document they are provided in conjunction with the ALOE Reference Edition, containing expanded explanations of all the skills and concepts covered in the entire evaluation system; and a Conference Skills Instrument, which focuses observation on personal conferences. The present document also contains the reference and work editions of the Conference Skills Instrument. Record sheets for the observations are included, and a record sheet for recording formal tests not related to instruction is provided. (SLD)

ED 318 500 JC 900 214

Cohen, Elaine; And Others
A Method for Determining Valid Course Placements and Prerequisites: Findings & Recommendations from a Study of California Community Colleges.
PUB DATE- 25 Apr 90
NOTE- 31p.; Paper presented at the Annual Convention of the American Association of Community and Junior Colleges (70th, Seattle, WA, April 22-25, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Planning; Community Colleges; Educational Testing; *Predictive Measurement; *Predictive Validity; *Prerequisites; Student Attitudes; *Student Evaluation; *Student Placement; Teacher Attitudes; Two Year Colleges
In 1987, Santa Barbara City College, California, received a grant to develop valid and culturally fair assessment procedures for placing students into appropriate level courses. Specifically, the project sought to: (1) determine faculty and student perceptions of the skills needed to succeed in entry-level college classes; (2) examine the relationship between assessment test scores and grades; (3) develop statistical procedures to identify multiple variables for predicting students' grades; (4) establish procedures for determining valid prerequisites for entry-level, degree-applicable courses based on assessment test scores and other educational and demographic variables; (5) determine whether the procedures used to place students into courses systematically discriminate against students in any ethnic group; (6) develop a means for communicating to faculty, counselors, and students the probability of students succeeding in particular courses based on assessment scores and educational background characteristics; (7) identify the implications of the study; and (8) provide information on the replication of the project at other colleges. Surveys were administered to students and faculty members in a sample of

precollegiate and entry-level courses at eight California community colleges. Based on surveys completed by 24,000 students and 1,600 faculty members, a series of 12 recommendations were developed. The study report includes findings and recommendations, and discusses the implications for assessment, orientation and advisement, instruction, and research. (JMC)

ED 318 568 PS 018 753

Siegel, Wendi Feldman
Fostering Prosocial Behavior in Preschool Children through Teacher, Student, and Parent Involvement.
PUB DATE- 90
NOTE- 81p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aggression; *Antisocial Behavior; *Behavior Change; Child Rearing; *Early Childhood Education; *Parent Attitudes; Parent Child Relationship; Parent Participation; Peer Relationship; Preschool Children; Preschool Education; *Prosocial Behavior
Ten preschool children who were not demonstrating age-appropriate, acceptable, social behavior in school were identified. A program was developed, the objectives of which were to decrease children's aggressive behavior and increase the frequency of social activity. The ten children attended three individual sessions with an adult in which they learned about prosocial solutions to everyday problems. The parents of these children were asked to complete a q-sort dealing with parental values. Parents also spent time with their children in school every week and received information on developmentally appropriate practices relating to social skills and on the priorities that other parents set for their children. Although each objective was not met for each child, positive results were generated by the project. (PCB)

ED 318 583 RC 017 485

Nabokov, Peter; Easton, Robert
Native American Architecture
REPORT NO.- ISBN-0-19-503781 2
PUB DATE- 89
NOTE- 431p.
AVAILABLE FROM- Oxford University Press, 200 Madison Ave., New York, NY 10016 ($50.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- *American Indian Culture; American Indian History; American Indians; Anthropology; *Architectural Character; *Architectural Research; *Architecture; Indigenous Populations; Social Science Research; Structural Elements(Construction)

This book presents building traditions of the major Indian tribes in nine regions of the North American continent, from the huge, plankhouse villages of the Northwest Coast, to the moundbuilder towns and temples of the Southeast, to the Navajo hogans and adobe pueblos of the Southwest. Indian buildings are a central element of Indian culture, the symoblic summation of tribal activity; they also provide the security of a sense of "place" for the tribal inhabitants in their environment. Native American architecture is more than buildings, villages, or camps; its definition includes the environment, the people's social mores, religious beliefs, and utilization of space. The book portrays the ancient social customs, economic lives, and technological skills of each tribe, emphasizing the major role played by cosmological concepts and ritual life in the architectural systems of the particular tribe. The chapters are (1) Wigwam and Longhouse--Northeast and Great Lakes; (2) Mound, Town, and Chickee--Southeast; (3) Earthlodge, Grass House, and Tipi--Great Plains; (4) Pit House and Extended Tipi--Plateau; (5) Winter House, Iglu, and Tent--Arctic; (6) Plank House--Northwest Coast; (7) Wood, Earth, and Fiber--California; (8) Hogan, Ki, and Ramada--Southwest I; and (9) Pueblo--Southwest II. The book contains historical photographs, architectural renderings,

interpretative diagrams, charts, and maps. An annotated bibliography is formatted to correspond to the chapter divisions. A glossary and index are included. (ALL)

ED 318 612 SE 051 359

Pfeffer, Pierre
Bears, Big and Little. Young Discovery Library Series.
REPORT NO.- ISBN-0-944589-23-5
PUB DATE- 89
NOTE- 41p.; Contains colored pictures which may not reproduce well. For other titles in this series see SE 051 356-368.
AVAILABLE FROM- Young Discovery Library, P.O. Box 229, Ossining, NY 10562 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Animal Behavior; Animals; Biological Sciences; *Childrens Literature; Elementary Education; *Elementary School Science; *Reading Materials; Safety; *Science Materials; *Wildlife
IDENTIFIERS- *Bears
This book is written for children 5 through 10. Part of a series designed to develop their curiosity, fascinate them and educate them, this volume describes: (1) the eight species of bears, including black bear, brown bear, grizzly bear, spectacled bear, sun bear, sloth bear, polar bear, and giant panda; (2) geographical habitats of bears; (3) survival techniques; and (4) relationship to humans. (YP)

ED 318 645 SO 020 461

Moss, Logan
Importing Educational Doctrines: A New Zealand Case Study.
PUB DATE- Mar 89
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, March 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Historical Materials (060)
DESCRIPTORS- Case Studies; *Educational History; Educational Philosophy; *Educational Policy; Educational Practices; Foreign Countries; Foundations of Education
IDENTIFIERS- *New Zealand; Social Efficiency
Both educational policy and philosophy in New Zealand have been heavily influenced by the ideas and practices of other countries, particularly those of the United States. The U.S. idea of social efficiency, which became a central concern of New Zealand's educational policy makers in the 1920s, holds a prominent place in the history of education in New Zealand. An examination of government policies on education of the 1920s and the experiences of those closely associated with their implementation shows weaknesses in the traditional view of New Zealand's educational development. Historians generally hold that after a strong focus on social efficiency in the 1920s, educational policy-makers markedly shifted in the 1930s to egalitarian concerns. However, during the 1920s and the 1930s, it appeared that social efficiency was held up to New Zealand students of education as an important educational aim. Thus the view that the policies of the 1930s led to significant changes in the educational practices of schools should be met with extreme caution. More historical research needs to be devoted to reconstructing the experiences and understanding of New Zealand teachers rather than the familiar discussions of state policy. This document includes a 35-item bibliography. (DB)

ED 318 659 SO 020 718

Generations of Justice: Law Day U.S.A. May 1, 1990. American Bar Association 1990 Planning Guide.
American Bar Association, Chicago, Ill.
PUB DATE- 90
NOTE- 41p.
AVAILABLE FROM- Law Day U.S.A., American Bar Association, 8th Floor, 750 North Lake Shore Drive, Chicago, IL 60611 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Awards; *Community Programs; Community Resources; Elementary Secondary Education; Guidelines; *Law Related Education; Laws; Lawyers; Models; Planning; Resource Materials
IDENTIFIERS- American Bar Association; Law Day USA

Law Day U.S.A. offers an outstanding opportunity for developing public outreach programs to help solve law-related and other community problems through community partnerships. The theme of Law Day U.S.A. in 1990 was "Generations of Justice." This planning guide offers background information about Law Day U.S.A. and suggestions for planning a Law Day program. There is a special section for those working with a small budget. Information is provided on award competitions sponsored by the American Bar Association (ABA) in conjunction with Law Day U.S.A. and suggestions are offered on locally sponsored award programs. The names and addresses for various ABA resources are provided and an order form is included for ABA materials related to Law Day U.S.A. that are described in the manual. Brief descriptions are given of some of the past winners of the ABA Law Day U.S.A. Public Service Award competition. The last portion of the document contains descriptions of model programs that represent a selection of various Law Day/Law Week activities throughout the country. They were chosen for their variety, innovation, and popularity, and feature bar associations and other organizations of various sizes and budgets. (JB)

ED 318 693 SP 032 139

Ligon, Jerry A.
Methods and Models as Professional Knowledge.
PUB DATE- Feb 90
NOTE- 12p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (70th, Las Vegas, NV, February 5-8, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Class Organization; Educational Strategies; Elementary Secondary Education; *Instructional Effectiveness; *Methods Courses; *Teacher Behavior; Teacher Education; Teacher Effectiveness; *Teaching Methods; *Teaching Models
In response to criticism of methods courses, this paper takes the position that the development of a body of knowledge concerning professional practices is central to the education of professional teachers. Focusing on the complexity of the teaching situation, a discussion is presented on the importance of mastering methods and models of teaching. Three basic dimensions of the action-situation relationships facing the teacher in the multidimensional, immediate, and unpredictable classroom are considered: (1) a goal state or end product to be achieved, (2) a problem space or set of conditions and resources available to research the goal state, and (3) the operations invol ed in assembling and using available resources. It is pointed out that teachers must organize groups of students, establish rules and procedures, elicit students' cooperation in classroom activities, and sustain order for designated blocks of time across several months. Instructional methods offer a way to bring some order to this complex situation. (JD)

ED 318 783 TM 014 896

Agruso, Susan A.
Performance of Ninth Grade Males and Females on a Minimum Competency Test in Science.
PUB DATE- Apr 90
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Comparative Testing; Females; *Grade 9; Junior High Schools; Knowledge Level; Males; *Minimum Competency Testing; Performance; *Science Tests; *Secondary School Students; *Sex Differences
IDENTIFIERS- *New York State Regents Competency Tests
Results of a minimum competency test administered to ninth-grade students were evaluated to compare the performance of 723 students (345 males, 347 females, and 31 unidentified students) on content-specific and process skill questions. Subjects represented a random sample of students taking the Regents Competency Test in Science--a 70-item paper-and-pencil examination that is administered to students at the end of the ninth grade based on courses studied in grades 7, 8, and 9. The boys scored significantly better than did the girls in all subject areas. The passing rate for the boys was 88.4% and that for the girls was 77.8%. Both groups performed about the same when answering questions requiring process skill application without content knowledge, but female students appeared to have greater difficulty correctly answering questions that required integration of content knowledge and process skills. It may be that the everyday experiences of male students provide sufficient opportunity for boys to learn to apply the science skills they have acquired. (Author/SLD)

ED 318 474 IR 014 505

McLaughlin, Pamela
Computer-Based Education. The Best of ERIC, 1987.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-937597-22-8
PUB DATE- Dec 88
NOTE- 125p.; For 1986 and 1988 editions, see ED 295 675 and IR 014 454.
CONTRACT- RI88062008
AVAILABLE FROM- Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (1R-79, $10.00 plus $1.50 shipping and handling).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; *Computer Assisted Instruction; Computer Assisted Testing; *Computer Literacy; Computers; Computer Simulation; *Computer Software; Computer Software Evaluation; Copyrights; Counseling Services; Disabilities; Elementary Secondary Education; *Interactive Video; Media Research; *Microcomputers; Preschool Education

The seventh in a series and the third annual update, this annotated bibliography provides an overview of the literature entered in the ERIC database in 1987 on computer use in elementary and secondary education, adult education, and special education. The first of four sections provides a list of overview documents on computer assisted instruction. Focusing on special applications, the second section lists documents on computer literacy, copyright, counseling and guidance, interactive video, management and administration, research, simulation, software evaluation, and tests and testing. References to documents for various subject applications are listed in the third section under the headings of Agricultural Education, Business Education, English as a Second Language and Foreign Languages, Language Arts, Logo Programming Language, Mathematics, Reading, Science, Social Studies, Vocational Education, and Writing. The fourth section contains references to documents on special populations, i.e., adult education, disabled learners, distance education, minority groups, and preschool education. Each entry includes the title and author of the document, information on its price and availability, the publication type, major ERIC descriptors, and an abstract. An alphabetical index of authors and instructions for ordering ERIC documents are included. (BBM)

ED 318 513 JC 900 237

Snapshots of Maryland Community Colleges.
Maryland State Board for Community Colleges, Annapolis.
PUB DATE- Mar 90
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; *Community Colleges; Educational Equity (Finance); Educational Needs; Employees; Enrollment Trends; Financial Support; *Institutional Characteristics; Profiles; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Maryland

These statistical profiles of 17 Maryland community colleges were prepared for use by the executive and legislative branches of the Maryland state government. The 17 colleges profiled are Allegany Community College, Anne Arundel Community College, Community College of Baltimore, Catonsville Community College, Cecil Community College, Charles County Community College, Chesapeake College, Dundalk Community College, Essex Community College, Frederick Community College, Garrett Community College, Hagerstown Junior College, Harford Community College, Howard Community College, Montgomery College, Prince George's Community College, and Wor-Wic Tech Community College. For each college, a one-page fact sheet provides the following data: (1) name of the president; (2) county/counties served; (3) city where located; (4) year founded; (5) telephone number; (6) names of members of the board of trustees appointed by the governor; (7) fall 1989 credit and non-credit enrollment; (8) number of full- and part-time faculty, full-time employees, and student-faculty ratio; (9) revenue sources; (10) value of land and physical plant; (11) planned capital projects; (12) significant achievements; and (12) most important needs. (JMC)

ED 318 631 SE 051 380

Roth, Wolff-Michael
Collaboration and Constructivism in the Science Classroom.
PUB DATE- 90
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)
DESCRIPTORS- *College Science; Cooperative Learning; *Epistemology; Higher Education; *Learning Strategies; *Physics; Science Education; Secondary Education; Secondary School Science; *Social Environment; *Teaching Methods
IDENTIFIERS- *Constructivism
Over the past several years, an increasing number of educators have come to believe that teaching should acknowledge the transactional nature of knowledge and suggest that a shift be made to focus on social practice, meaning, and patterns. This style of teaching proposes that it is important to permit students to construct knowledge meaningfully in an appropriate social context. The purpose of this paper is to provide some examples of teaching

practices that are compatible with this constructivist view of learning in a social and collaborative context. Discussed are basic beliefs and central metaphors of teaching, sources of case materials, teaching events, and reflections from a semiotic perspective. Heuristic diagrams are provided. (CW)

ED 318 676 SO 020 795

Biography. Advisory List of Instructional Media. 1988 Edition.
North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- Jul 88
NOTE- 8p.; For a related document, see SO 020 792.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Annotated Bibliographies; *Biographies; *Books; Curriculum Enrichment; Elementary Secondary Education; Leaders; Reading Materials; Resource Materials

Twenty-two books are listed in this bibliography--all biographies suitable for readers in grades two through twelve. Full bibliographic data, a grade level indication, and annotations are supplied for each entry. The names and addresses of the publishers are also provided. Biographies of women, children, authors, actors, and political leaders are included. (JB)

ED 318 769 TM 014 827

Duke, Deborah G.; Duke, John Richard
Predictors of Performance on the Mathematics Test of the Pre-Professional Skills Tests.
PUB DATE- 90
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *College Students; *Education Majors; Grade Point Average; Grades (Scholastic); Higher Education; *Mathematics Tests; *Performance Factors; Predictive Measurement; *Predictor Variables; Racial Differences; Regression (Statistics); Sex Differences
IDENTIFIERS- American College Testing Program; Harding College AR; *Pre Professional Skills Tests
This study assessed whether there was any relationship between scores on the mathematics section of the Pre-Professional Skills Tests (PPST) and selected possible predictors of performance for 118 students at Harding University in Searcy (Arkansas) who took the PPST between January 1, and October 1, 1989. Focus was on providing information that could help universities identify high-risk education majors who may need special assistance. Possible predictor variables were: (1) scores on the American College Testing (ACT) Program tests; (2) sex; (3) race; (4) academic major; (5) grade point average (GPA); (6) age; (7) semester grades in Mathematics 115; and (8) previous PPST scores. Significant correlations were found between PPST mathematics scores and ACT composite scores, ACT mathematics scores, ACT English scores, ACT social studies scores, ACT natural science scores, GPA, and semester grades in Mathematics 115. The failing rate for education majors (30.4%) was significantly higher than that for other majors. No significant differences were found for age and sex. Failing rates for race were not computed because of a lack of non-Caucasian students. For those who repeated the examination, there was no significant difference between test and retest means. A regression equation was developed for the prediction of PPST mathematics scores at Harding University from ACT composite and mathematics scores. Suggestions for further research include a study of using an ACT cut-off score to exempt students from the PPST mathematics examination and a study of intervention programs for students at risk of failing the PPST mathematics examination. (SLD)

ED 318 459 IR 014 375

Koontz, F. R.
Practices and Procedures in the Administration of ITV Distance Learning Programs at Selected Institutions in Higher Education.
PUB DATE- 3 Feb 89
NOTE- 8p.; Paper presented at the Annual Meeting of the Association of Educational Communications and Technology (Dallas, TX, February 3, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; Admission (School); *Budgeting; Case Studies; *Distance Education; Educational Television; Evaluation Criteria; Higher Education; *Marketing; *Needs Assessment; *School Demography; Teaching Methods; *Telecourses
The purpose of this study was to obtain current data on practices and procedures in the administration of distance learning programs in the areas of: (1) needs assessment; (2) student demographics; (3) telecourse acquisition procedures and sources; (4) criteria used to evaluate credit telecourses; (5) institutional approval procedures; (6) delivery systems; (7) teaching procedures; (8) marketing; (9) matriculation of students enrolled in distance learning programs; and (10) budgeting procedures. Results are summarized for each of these categories. The data were collected in 1987 from institutions with well-established distance learning programs using the case study approach. Institutions selected for the study were: Cuyahoga Community College and Lorain County Community College in Ohio; Wayne State University, Wayne County Community College, Madonna College, and School Craft College, members of College Cable Channel 56 in Detroit, Michigan; Indiana University, representing the Indiana Higher Education Telecommunications System in the state; Wichita State University in Kansas; and Wilfred Laurier University, Waterloo, Ontario. The nine institutions participating in the study represented five four-year and four two-year institutions. (3 references) (Author/GL)

ED 318 553 PS 018 736

van den Hoven, Gerard H.
Dissemination of the Project's Findings. National Seminar (4th, Reykjavik, Iceland, May 19-20, 1988). The CDCC's Project No. 8: "Innovation in Primary Education."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT(88)66
PUB DATE- 17 Oct 89
NOTE- 44p.; For related documents, see ED 315 172-175 and PS 018 735-740.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Behaviorism; *Child Development; Communication (Thought Transfer); Cooperation; *Educational Innovation; Educational Objectives; *Educational Practices; Educational Theories; Elementary Education; *Elementary School Curriculum; Foreign Countries; Information Dissemination; *Program Implementation; Seminars; Teacher Education; Teacher Role; Teaching Methods
IDENTIFIERS- Constructivism; *Iceland; Netherlands

A seminar was held in Reykjavik, Iceland for the purposes of disseminating results of the Council of Europe's Council for Cultural Cooperation's (CDCC) Project 8, Innovation in Primary Education (IPE), and exploring issues in educational reform in Iceland, particularly the revision of the core curriculum. Participants were civil servants of the ministry of education, inspectors, staff of the teacher training college, directors of the eight school districts, teachers, and representatives of the teachers' union. Preliminary addresses provided background information and covered the educational situation in primary schools in Iceland. Lectures focused on: (1) the methods, reports, results, and recommendations of the IPE; (2) the primary school in a changing world, with a special emphasis on new knowledge about child development; (3) innovation in the new primary school in Holland; (4) the education of teachers with regard to innovations in teaching 6- through 12-year-old children; and (5) school-based innovation in school development. The report provides summaries and discussion of the lectures, conclusions of discussion groups, and concerns and recommendations of the general rapporteur. (RH)

ED 318 710 SP 032 227

Haenn, Joseph F.; Bird, Ronald E.
An Analysis of the Comparability of Teacher Salaries to the Earnings of Other College Graduates in the Southeast: 1989 Update. Research Report.
Southeastern Educational Improvement Lab., Research Triangle Park, NC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 90
NOTE- 51p.
CONTRACT- 400-86-0007
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *College Graduates; Comparative Analysis; Higher Education; Teacher Employment; *Teacher Salaries; *Teaching (Occupation)
Based on data compiled from the U.S. Census Bureau "Current Population Survey" (March 1989), this report compares the average annual earnings of teachers to the average annual earnings of college graduates in full-time, salaried, nonteaching positions in six states: Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. In addition to comparing average earnings, the report presents several other comparisons between teachers and other college educated workers, e.g., executives, administrators, and managerial supervisors. One of the comparisons concerns the growth of earnings throughout a career. Individuals considering an occupation are interested in how they will be rewarded for increased experience. Another comparison is made of the distribution of earnings by age for teachers and for other college educated workers. The relationship between low teacher salaries and the dwindling pool of teachers is discussed. This report is the sixth in a series of annual analyses of wage comparability. (JD)

ED 318 755 TM 014 778

Papalewis, Rosemary
Interpretation of Student Data: Contextual and Sociocultural Variables.
PUB DATE- Apr 90
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Data Interpretation; Ethnic Groups; Evaluation Methods; Higher Education; Predictor Variables; *Professors; Racial Bias; Sex Stereotypes; Social Differences; Socialization; *Sociocultural Patterns; Student Attitudes; *Studen Evaluation of Teacher Performance; *Teacher Effectiveness; Teacher Stereotypes
Common elements identified as context variables that may affect student evaluation of instruction are explored, and the literature on student ratings of teacher effectiveness is reviewed.

Sociocultural context variables (gender, race, ethnicity, and social class variables) are discussed in terms of stereotyping and prejudice found with non-dominant groups. Dimensions of the context variables identified in the literature encompass: (1) course variables; (2) instructor variables; (3) student variables; (4) administration variables; and (5) instrument of measurement variables. Student bias about faculty gender has been found to affect evaluation of instruction. Students appear to notice gender communication pattern differences, and these differences are related to specific evaluation items. Differences in socialization affect student evaluation of instruction; sociocultural stereotyping is a field requiring a great deal of study. The implications for future research are: teacher evaluation instruments should be analyzed for gender and race differences in communication patterns; general university-wide, or faculty-wide, norms should not be established; a useful evaluation system should include common contextual variable norms; and research is needed in sociocultural contexts to ensure that instruments for measuring student evaluation of instruction are not based on stereotypes. Five tables summarize the discussion. A 49-item list of references is included. (SLD)

ED 318 797 TM 014 923

Recker, Margaret M.; Pirolli, Peter
A Model of Self-Explanation Strategies of Instructional Text and Examples in the Acquisition of Programming Skills.
PUB DATE- Apr 90
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Computer Science Education; Elementary Secondary Education; *Learning Strategies; *Problem Solving; *Programing; *Protocol Analysis; *Skill Development
IDENTIFIERS- LISP Programing Language; *Self Explanation Strategies
Students learning to program recursive LISP functions in a typical school-like lesson on recursion were observed. The typical lesson contains text and examples and involves solving a series of programming problems. The focus of this study is on students' learning strategies in new domains. In this light, a Soar computational model of self-explanation strategies of instructional text was examined. The subjects, 12 students with little or no computer programming experience, proceeded through a series of lessons in the LISP Tutor program on recursion. Subjects, who were asked to think aloud, were videotaped as they read through an instructional booklet prior to solving problems using the Tutor. Subjects were also asked to explain examples to themselves. After reading their texts, subjects worked through 12 recursion problems with the LISP Tutor. Subjects were then divided into groups of "good" and "poor" performers. The verbal protocols were segmented into elaborations, which are pause-bound utterances and are not a first reading of the text. Each elaboration was categorized in terms of the instructional content to which it referred and to one of six types of comments. Sequences of related elaborations were coded into episodes (or macro-codings). Results indicate a strong correlation between types and contents of elaborations made and subsequent problem-solving performance. Self-explanations of "good" students were much more structured into goal-based episodes than were those of "poor" students, indicating more persistence on the part of the "good" students. Three data tables and three flowcharts are included. (TJH)

ED 318 824 UD 027 399

Austin, Gregory A.; And Others
Substance Abuse among Asian American Youth. Prevention Research Update. Number Five/Winter 1989.
Far West Lab. for Educational Research and Development, San Francisco, Calif.; Northwest Regional Educational Lab., Portland, Oreg.; Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.; Western Center for Drug-Free Schools and Communities.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 29p.; For a related document, see UD 027 400.
CONTRACT- SI88A80003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; *Alcohol Abuse; Annotated Bibliographies; *Asian Americans; Cultural Differences; Drinking; *Drug Abuse; Ethnic Groups; *Incidence; Prevention; Social Influences; *Sociocultural Patterns; Substance Abuse; Whites; *Youth Problems
IDENTIFIERS- California; Hawaii

This report discusses the substance use patterns and problems of Asian Americans adults and youth relative to other ethnic groups (primarily Whites). In addition, it summarizes the main explanations that have been offered for ethnic differences in use, and offers possible conclusions that may be drawn concerning prevention for Asian-American young people. The following sections are included: (1) "Nature and Extent of Use"; (2) "Substance-Related Problems"; (3) "Correlates of Use"; (4) "Prevention"; and (5) "Summary and Conclusions." Within each section, adults, youth, and use of various drugs are considered separately. The following findings, derived mostly from research in California and Hawaii, are presented: (1) Asian Americans drink less than Whites and have lower levels of drug use; (2) they have a relatively large percentage of abstainers; (3) most drinking is done by males but at moderate levels; (4) considerable variations in drinking patterns and drug use exist among different Asian groups; (5) Asian Americans suffer less from substance-related problems than do other ethnic groups; and (6) the evidence regarding the relative influence of sociocultural factors and physiological factors in keeping alcohol use low among Asians is inconclusive. Abstracts of 19 documents about substance abuse among Asians are included. A list of 94 references is included. (JS)

ED 318 838 UD 027 434

Nechworth, John; And Others
Chapter I: Extended Day On-Campus/Off-Campus Program.
Houston Independent School District, TX. Dept. of Research and Evaluation.
PUB DATE- 90
NOTE- 38p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *After School Education; *Compensatory Education; Educationally Disadvantaged; Elementary Education; *Enrichment Activities; Language Enrichment; Mathematical Enrichment; *Program Effectiveness; Program Evaluation; Scores; Student Attitudes; Urban Education
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Texas (Houston)
This report examines the impact of the Chapter 1 Extended-School-Day On-Campus and Off-Campus programs on the academic achievement of students served during the 1988-89 school year in Houston (Texas). Both programs provided supplemental instruction in reading/language arts, mathematics, and English as a Second Language after the regular school day. A program description and an outline of the methodology are provided for each program. The evaluation of the On-Campus program produced the following findings: (1) Chapter 1 students performed better than the comparison group on the MAT-6 reading, language arts, and mathematics at grade levels two through five; and (2) first grade students scored below grade level on the MAT-6 reading and language subtests, and scored above grade level on the mathematics subtest. The evaluation of the Off-Campus program revealed the following findings: (1) a positive mean gain score on the MAT-6 reading test was achieved by the students at grade four, and a positive mean score on the MAT-6 language test was achieved by students at grade three; (2) students in grade one scored above grade level on the MAT-6 reading and language tests, and below grade level on the MAT-6 mathematics test; (3) parents reported that their children were helped by the program; (4) a majority of the parents participated in the program; (5) a majority of the students reported that they had been helped by the program; and (6) most students appeared to like the program. Thirteen tables are included. (JS)

ED 318 488 IR 053 154

Fennell, Janice C., Ed.
Building on the First Century. Proceedings of the National Conference of the Association of College and Research Libraries (5th, Cincinnati, Ohio, April 5-8, 1989).
Association of Coll. and Research Libraries, Chicago, Ill.
REPORT NO.- ISBN-0-8389-7289-6
PUB DATE- 89
NOTE- 364p.; For proceedings of the 4th national conference, see ED 294 589. Type is small and, in some papers, faint.
AVAILABLE FROM- Association of College and Research Libraries, 50 East Huron Street, Chicago, IL 60611 ($30.00; $22.00 for members).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Higher Education; Information Technology; *Library Administration; Library Automation; *Library Collection Development; *Library Instruction; Library Personnel; *Library Role; Library Technical Processes; Preservation; Reference Services; *Research Libraries

These proceedings contain 21 research reports and 56 position papers as well as capsule descriptions of 32 workshop forums, panel presentations, and group discussions that took place at the conference. The papers are organized into nine broad subject areas: (1) academic and research librarianship (recruitment, technology and change, faculty status, and support for faculty research); (2) administration (access to periodicals, financial support, cost analysis, computing centers and libraries, performance appraisals, evaluation, and networks); (3) automated services (cataloging, authority control, and user groups); (4) bibliographic instruction (information literacy, working with faculty, course integrated library instruction, program evaluation, teaching methods, and learning style); (5) collection development (budget allocation, cost effectiveness, evaluating journals, acquisition policies, collection assessment, weeding the collection, and special collections); (6) international papers (African imprints, an Australian "dime novel" publisher, Latin American acquisitions, and foreign language collections); (7) personnel (management competencies, creative staffing, classified staff, career progression, and financial compensation policies); (8) preservation/special collections (selection, disaster preparedness, special collections, and women's writing); and (9) readers' services (expert systems as user aids, interlibrary loan, ready reference searches, microcomputer software for end-user searching, and the search process). An author and subject index and a directory of contributors are included. (SD)

ED 318 613 SE 051 360

de Beauregard, Diane Costa
The Blue Planet: Seas & Oceans. Young Discovery Library Series.
REPORT NO.- ISBN-0-944589-22-7
PUB DATE- 89
NOTE- 41p.; Contains colored pictures which may not reproduce well.
For other titles in this series see SE 051 356-368.

AVAILABLE FROM- Young Discovery Library, P.O. Box 229, Ossining, NY 10562 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Childrens Literature; Conservation (Environment); *Earth Science; Elementary Education; *Elementary School Science; Marine Biology; *Oceanography; *Reading Materials; *Science Materials
IDENTIFIERS- *Oceans
This book is written for children ages 5 through 10. Part of a series designed to develop their curiosity, facinate them and educate them, this volume explores the physical and environmental characteristics of the world's oceans. Topics are: (1) human exploration; (2) the food chain; (3) coral reefs; (4) currents and tides; (5) waves; (6) icebergs; and (7) ocean resources. (YP)

ED 318 726 SP 032 315

Johnson, Robert L.
Implications for Professional Preparation.
PUB DATE- Mar 90
NOTE- 10p.; Paper presented at the Annual Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (New Orleans, LA, March 28-31, 1990).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Higher Education; *Measurement Techniques; *Physical Education; Preservice Teacher Education; *Student Evaluation; Teacher Education Curriculum; Teacher Education Programs; *Testing; *Theory Practice Relationship

It has been acknowledged that a theory-practice gap exists between the classroom theory presented in a typical undergraduate measurement and evaluation class and the measurement and evaluation practices which currently exist in the schools. This paper addresses the implication of this theory-practice gap on professional preparation programs and provides suggestions and recommendations on how this gap can be reduced. (JD)

ED 318 526 JC 900 258

Vaughan, George B.
Pathway to the Presidency: Community College Deans of Instruction.
American Association of Community and Junior Colleges, Washington, D.C.
PUB DATE- 90
NOTE- 228p.
AVAILABLE FROM- American Association of Community and Junior Colleges, One Dupont Circle, N.W., Suite 410, Washington, DC 20036 ($24.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Deans; *Administrator Characteristics; Administrator Qualifications; Administrator Responsibility; *Administrator Role; Black Leadership; Career Ladders; College Administration; College Presidents; *Community Colleges; Females; Hispanic Americans; *Instructional Leadership; National Surveys; Questionnaires; Two Year Colleges

Written to enhance the understanding of administrators, faculty members, and board members regarding the position of community college dean of instruction, this book reports and analyzes study findings on the background, preparation, and roles of people in this position. The book draws from a national survey of the careers and lifestyles of current deans; separate surveys of female, Black, and Hispanic deans; and interviews with 15 deans of instruction from 13 different states. The nine chapters of the book focus on the following: (1) the dean of instruction's role as the institution's chief academic officer; (2) profiles of current deans of instruction, including both family and educational background; (3) the career pathway to the position of dean of instruction; (4) frustrations and satisfactions experienced by female deans of instruction; (5) experiences of Black deans; (6) experiences of Hispanic deans; (7) deans' views on leadership as compared to the views of community college presidents; (8) advice for those aspiring to the dean of instruction position, and for those deans aspiring to the community college presidency; and (9) conclusions and recommendations, including suggested ways of improving the relationship between the dean of instruction and college president. The questionnaires used in the study are appended. (WJT)

ED 318 538 PS 018 282

McAdoo, Harriette P.; Crawford, Vanella A.
Project SPIRIT Evaluation Report: 1987-1988.
Congress of National Black Churches, Inc., Washington, DC.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.
PUB DATE- 88
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- After School Programs; *Blacks; *Community Programs; Counselor Training; Daily Living Skills; *Parent Attitudes; Parent Education; *Program Effectiveness; Program Evaluation; Program Improvement; Religious Organizations; *Student Attitudes; Tutoring
IDENTIFIERS- *Project SPIRIT

The 1987-1988 Project SPIRIT programs were evaluated for effectiveness from the points of view of the participants, both parents and children. An initiative of the Congress of National Black Churches that was begun in the summer of 1986, Project SPIRIT aims to nurture children's strength, perseverance, imagination, responsibility, integrity, and talent through after-school tutoring and living skills enhancement, parent education, and pastoral counseling training. Assessments of 253 5- to 7-year-olds in Indianapolis, Atlanta, and Oakland were made, and pilot data from parents in Oakland were collected. Evaluation findings indicate that parents: (1) perceived an improvement in children's behavior; (2) felt that the program components their children most liked concerned Black history and the positive contributions of the Black race; (3) averaged less than a high school education but expected higher achievement from their children; and (4) exhibited unusually high levels of stress. The majority of parents were members of Baptist churches, though attendance was irregular. The vast majority of the children attended Sunday School. Black children maintained positive feelings about themselves throughout the year. Children accurately identified themselves by race. Recommendations for program improvement are offered, and tables of data are appended. (RH)

ED 318 569 PS 018 754

A Parent's Guide to That First Day at School.
National School Public Relations Association, Arlington, Va.
PUB DATE- 90
NOTE- 17p.
AVAILABLE FROM- National School Public Relations Association, 1501 Lee Highway, Suite 201, Arlington, VA 22209 (Publication No. 411-13378, $0.69 each, minimum order of 25 copies. No shipping charge on prepaid orders.)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Education; Guidelines; *Parent Role; *School Readiness; School Registration; *School Role

Guidelines for parents who are preparing their child for his or her first day at school are provided. Contents concern what needs to be brought to registration, basic skills the child should have mastered before entering school, the need to familiarize the child with the school and the school grounds, and things parents should know about their child's school. The school's part in the family-school relationship is described in sections concerning learning activities, the health and safety of children at school, and reports to parents from the school. (RH)

ED 318 598 RC 017 504

Slapin, Beverly, Ed.; Seale, Doris, Ed.
Through Indian Eyes. Books without Bias. Revised Edition.
REPORT NO.- ISBN-0-9625175-0-X
PUB DATE- 89
NOTE- 452p.
AVAILABLE FROM- Oyate, 2702 Mathews Street, Berkeley, CA 94702 (individual--$25.00, institutions--$35.00).
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - General (020) Creative Works (Literary and Dramatic) (030) Reference Materials - Bibliographies (131)
DESCRIPTORS- American Indian Culture; American Indian Education; American Indian History; *American Indian Literature; American Indians; Book Reviews; *Childrens Literature; Elementary Education; Essays; *Ethnic Stereotypes; Minority Group Children; Multicultural Education; Poetry; Racial Attitudes; *Racial Bias; Reading Materials; *Reading Material Selection; Story Telling
IDENTIFIERS- *Native Americans

This collection contains poems and stories by Native Americans, articles on American Indian stereotypes and on providing unbiased reading materials for Native American children, and book reviews and bibliographies. In several articles, Beverly Slapin, Doris Seale, and Michael A. Dorris discuss American Indian stereotypes in children's books and school activities, their effects on children's self-concept and attitudes, and efforts to persuade educators and libraries to eliminate children's books that preserve racial stereotypes. In two articles, Joseph Bruchac discusses the use of traditional Native American stories as lessons for children and adults, problems related to the telling of American Indian stories by non-Indian storytellers, and suggestions for the non-Indian storyteller to follow. Other authors of articles and poems include Ceni Myles, Mary Gloyne Byler, Paula Gunn Allen, Marilou Awiakta, Beth Brant, Diane Burns, Chrystos, Jimmie Durham, Gogisgi/Carroll Arnett, Linda Hogan, Louis (Littlecoon) Oliver, Lenore Keeshig-Tobias, Ted D. Palmanteer, Mary Tallmountain, and Luci Tapahonso. A checklist outlines criteria to use in choosing non-racist and undistorted books about the lives and histories of Native Americans. This document also contains reviews of 110 children's books about Native Americans; brief descriptions of 26 Native American publishers; a list of additional teacher resources; bibliographies (one annotated) of 178 children's books by or about Native Americans; an index; and numerous illustrations. (SV)

ED 318 646 SO 020 465

Johnson, William L.; Nussbaum, Claire A.
A Behavioral Analysis of the Charles F. Kettering Climate Scale.
PUB DATE- 87
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; Evaluation; Factor Analysis; *Institutional Environment; *Organizational Climate; Organizations (Groups); Prediction; Social Science Research; Test Reliability; *Test Validity
IDENTIFIERS- *Charles F Kettering School Climate Profile
In the past several years, numerous educational climate instruments and questionnaires have been developed. One such instrument is the Charles F. Kettering (CFK) School Climate Profile, a popular measure of school climate that is widely used to gather data for administrative planning and curriculum revision. The instrument is patterned on the perceptual measurement--individual attribute approach to measuring and conceptualizing climate and refers to individual attributes. The individual attributes are seen as the intervening psychological process whereby the individual translates the interaction between perceived organizational attributes and individual characteristics into a set of attitudes, behaviors, and expectations. This study examines general climate profile responses from four schools with 822 subjects (school personnel and students). Principal component factor analysis indicated unidimensionality of the scale. Additional analyses suggest different subscales than those given for the CFK instrument. Subscale and response category modifications designed to improve overall scale validity and reliability are offered. The subscale revisions may indicate more reliable factors for examination of organizational climate than are present in the original CFK. Analysis of reading level in the CFK indicates caution in use with slow readers or those below grade 9. The document includes 14 tables and a 22-item bibliography. (JB)

ED 318 660 SO 020 730

Griffiths, Morweena; Smith, Richard
Standing Alone: Dependence, Independence, and Interdependence in the Practice of Education.
PUB DATE- 89
NOTE- 35p.; Paper presented at the annual Conference of the American Educational Research Association (70th, San Francisco, CA, March 1989).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Affiliation Need; Dependency (Personality); *Emotional Development; Feminism; Foreign Countries; Language Usage; Personal Autonomy; Social Development
IDENTIFIERS- Independent Behavior
Independence and the related concepts of freedom and autonomy are key terms in philosophy of education. Teacher educators are keen on independence, but seem to hold different definitions of the concept, and these various definitions do not co-exist happily. The relative autonomy that one may be able to achieve is not to be had unless one acknowledges one's dependence. Without that acknowledgment, the independence that adults hurry toward and hurry their children toward, does not bring the adult solidity and security that were expected. Of course it is quite easy to get children to imitate and internalize the conventional models of independence, but this does not last because true autonomy requires that one have experienced and still be in touch with one's feelings of dependence. (JB)

ED 318 677 SO 020 804

Education in Canada. Reference Series No. 39.
Canadian Dept. of External Affairs, Ottawa (Ontario).
PUB DATE- 84
NOTE- 20p.
AVAILABLE FROM- Publication Section, Dept. of External Affairs, Ottawa, Ontario, Canada K1A 0G2 (free).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Education; *Educational Administration; *Educational Finance; Foreign Countries; *Schools
IDENTIFIERS- *Canada

Each province in Canada has executive constitutional responsibility for education within its boundaries, so a single national system of education has not developed. Instead, there are distinct provincial systems that differ in organization, policies, and practices. This booklet describes those features of Canadian education common to most provinces and does not dwell on provincial exceptions. The first section discusses the administration and organization of Canadian education, the school curriculum, types of schools, federal schools, and school in the territories. The second section covers the provision and financing of public elementary-secondary education, universities, community colleges, teacher training, trades training, and adult education. Appendices provide statistics dealing with Canadian education, addresses of territorial and provincial departments of education, and publications on education available from Statistics Canada. (JB)

ED 318 694 SP 032 185

McDiarmid, G. Williamson
Tilting at Webs of Belief--Field Experiences as a Means of Breaking with Experience. Research Report 89-8.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 90
NOTE- 49p.
AVAILABLE FROM- National Center for Research on Teacher Education, 116 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Field Experience Programs; Higher Education; Mathematics Instruction; *Observational Learning; Preservice Teacher Education; Primary Education; Socialization; *Student Attitudes; *Student Reaction; *Teaching Experience
The objective of an early field experience program is to force students to confront their assumptions on teaching. The experience, coupled with activities and readings in the university classroom, is designed to make students reconsider a variety of issues--what it means to learn something, the intellectual capabilities of children, the role of the teacher, and students' own knowledge. To achieve these ends, students wrestle with a seemingly simple piece of mathematics; they then see a class of third graders discussing the same mathematics. The students interview the teacher of the class about her purposes, her knowledge of both mathematics and learners, and her approach to teaching. They then interview a third grader, discussing their own understanding of mathematics and their feelings about the class. Finally, they attempt to teach the mathematics to someone. Excerpts are included from students' papers and from their final examination in which they had to compare two teachers' approaches to teaching operations with negative numbers. (Author/JD)

ED 318 742 TM 014 611

Lundstrom, Francesca; Politiek-Haim, Ytje
Continuing Projects.
Illinois Univ., Champaign. Secondary Transition Intervention Effectiveness Inst.
PUB DATE- 13 Mar 90
NOTE- 43p.; Appendixes 2 and 3 contain "filled" type, which may film poorly.
AVAILABLE FROM- Transition Institute, 1310 Sixth Street, 110 Education Building, Champaign, IL 61820.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Demonstration Programs; Disabilities; Educational Finance; *Federal Programs; Postsecondary Education; *Predictor Variables; Program Length; *Program Termination; Secondary Education; Student Placement; *Transitional Programs; Young Adults
IDENTIFIERS- *Program Continuation
Model demonstration projects have developed and implemented a wide range of services to facilitate the transition of youth with handicapping conditions from school to work or to postsecondary educational settings. Factors pivotal to the continuation of such projects after federal funding ceased were studied. Data on 58 sample projects were collected from the files of the Secondary Transition Intervention Effectiveness Institute at the University of Illinois (Urbana-Champaign). Additional information was obtained through a telephone survey. Twelve variables, accounting for 72.4% of the variance, were selected. The best predictor of continuation was that projects had engaged in high levels of replication and dissemination. The greater the number of "others" trained (Variable 2) and teachers trained (Variable 11), the less likely the program was to continue. The third best predictor of program continuation was that granting of a no-cost extension predicted project failure. Development of a newly conceived and innovative transition program predicted success, as did having a stable and dedicated group of personnel. Findings indicate which goals of federal funding are most likely to succeed. A table lists the variables in ranked order. A demographic description of the projects, record sheets, the questionnaire, and the coding for the data set are appended. (SLD)

ED 318 784 TM 014 897

Lanese, James F.
Current Norms: Do They "Deflate" Test Scores? A Study of Normative Trend Data for an Urban School District.
PUB DATE- Apr 90
NOTE- 126p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Data Analysis; Elementary Secondary Education; Grade Inflation; *Local Norms; Mathematics Tests; Reading Tests; *School Districts; *Scores; Scoring; *Standardized Tests; Statistical Data; Testing Programs; *Test Norms; Test Results; Trend Analysis; Urban Schools
IDENTIFIERS- California Achievement Tests; Inflated Scores; Normative Trend Data Project

A strategy that has been initiated to respond to assertions that out-of-date norms distort standardized achievement test results involves annually updating the norms for achievement tests to avoid the production of inflated scores through aging norms. The effect of the application of normative trend data to the obtained test results in an urban school district was evaluated. The analysis included data for the Spring 1988 administration of the California Achievement Test (CAT), Form E, in reading (n=54,871) and mathematics (n=17,722). The district participated, with a number of other schools, in CTB/McGraw Hill's Normative Trend Data (NTD) project, which involved renorming the CAT for that year. Data were then applied to the original results to transform the obtained frequency distributions for each subtest at each grade. Redistributed scores were then compared to the original distributions to assess the impact of the updated norms. The use of NTD data resulted in lowering the measure of achievement levels in reading and mathematics. NTD scores positively skewed the district's grade level achievement distributions. Annual national performance appeared to improve relative to the original standardization sample. Longitudinal comparisons for the district must, however, rely on the original standardization, and the interpretation and explanation of two sets of scores in a district compromise the utility of the results. An appendix contains 55 figures illustrating test score distributions. (SLD)

ED 318 811 UD 027 377

Kentucky Resource Guide for Chapter 1 Teachers.
Kentucky State Dept. of Education, Frankfort. Div. of Compensatory Education.
PUB DATE- Aug 87
NOTE- 197p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Bulletin Boards; *Classroom Techniques; Compensatory Education; *Discipline; Mathematics Instruction; *Parent Participation; Program Effectiveness; Reading Instruction; *Remedial Instruction; Resource Materials; State Programs; Teaching Guides
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Kentucky

This instructional resource guide has been developed to assist Kentucky teachers in compensatory education programs funded under Chapter 1 of the Education Consolidation and Improvement Act. Over 100 suggested classroom activities, games, and bulletin boards are grouped under the following topics: (1) effective instruction for Chapter 1 students; (2) reading instruction; (3) mathematics instruction; (4) classroom management; (5) parent involvement; and (6) attributes of successful Chapter 1 programs. The latest research on each topic is highlighted and related to the classroom activities, which were contributed or developed by practicing Kentucky and West Virginia Chapter 1 teachers and Kentucky Department of Education staff. Each activity is referenced to the "Kentucky Essential Skills." While designed specifically for a remedial setting, these ideas and activities can be adopted in any classroom at any level. An index to instructional activities, coded by grade level, is appended. (FMW)

ED 318 501 JC 900 216

Institutional Assessment Manual for the Review of Instructional Programs, Administrative Operations and Instructional Support Services.
Florida Community Coll., Jacksonville.
PUB DATE- Nov 89
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Assessment; *Evaluation Criteria; *Evaluation Methods; Institutional Characteristics; Institutional Research; Models; Performance Factors; Program Evaluation; *School Effectiveness; *Self Evaluation (Groups); Two Year Colleges

The institutional assessment model described in this report is used by Florida Community College at Jacksonville (FCCJ) to collect current information needed to update the goals of service and instructional units, identify opportunities for improvement and growth, and assess the resources of the college. The first sections of the paper explain the role of institutional assessment in a cycle of planning, research, and marketing and establish its scope, purposes, and uses. The next section presents an overview of the three phases of FCCJ's assessment process: (1) an annual review of planning and marketing objectives, and of institutional and instructional program indicators; (2) scheduled in-depth reviews of all units by unit assessment committees, who prepare reports on strengths and weaknesses; and (3) reviews of such collegewide issues and concerns as funding, institutional and state policies, proposed legislation, and articulation agreements. The next sections discuss the assessment procedures and evaluation criteria specific to instructional support services and instructional units. Lists of FCCJ's assessment units and operational definitions of indicators conclude the paper. (WJT)

ED 318 514 JC 900 238

Sworder, Steve
An Analysis of the Relationship between Student Success and Delayed Entry into the Mathematics Curriculum Following Completion of the Matriculation Process at Saddleback College.
Saddleback Community Coll., Mission Viejo, Calif.
PUB DATE- 90
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Admission (School); *College Mathematics; Community Colleges; Course Selection (Students); Curriculum Development; Enrollment Trends; Mathematics Tests; Predictive Measurement; *Remedial Mathematics; *Student Placement; Two Year Colleges
IDENTIFIERS- Strategic Planning
In 1989, a study was conducted at Saddleback College (SC) to analyze the success rates of students who delayed enrollment into a mathematics class after completing the assessment process. The study population consisted of 1,027 students who participated in the mathematics assessment process between July and August 1988 and who enrolled in at least one mathematics class during the period from fall 1988 through fall 1989. Students were considered successful if they completed the class with a grade of C or better. Study findings were as follows: (1) 68.7% of the students enrolled in a mathematics class with no delay; (2) 62% enrolled in the class recommended, 36% enrolled in a higher-level course, and approximately 2% enrolled in a course lower than that recommended; (3) of the students enrolling in a math class one year after assessment, 41% enrolled in a more advanced class, and 14% enrolled in a lower course; (4) the success rate of students was fairly constant at approximately 42% over the four terms of the study; and (5) generally, overall success rates increased as the course level increased (from arithmetic through algebra). The data did not support the hypothesis that students who waited several terms to begin their mathematics study had a lower success rate in the recommended course than those who began their study immediately after assessment or only one semester later. Therefore, it was not recommended that SC students be required to retake the mathematics assessment test if they delayed enrollment in the mathematics curriculum. (JMC)

ED 318 584 RC 017 488

Sparks, William; Wayman, Landace
Multicultural Understanding in Physical Education.
PUB DATE- Feb 90
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Practices; Elementary Secondary Education; Equal Education; Mail Surveys; *Multicultural Education; Physical Education; *Physical Education Teachers; Questionnaires; *Rural Urban Differences; *Teacher Attitudes
IDENTIFIERS- *Kansas; *Michigan
This study compares the knowledge, attitudes, and current practices of physical education teachers in urban and rural areas, with regard to multicultural education. A mailed questionnaire was completed by 70 public school physical education teachers, 44 from rural Kansas and 26 from Detroit and Flint, Michigan. Of those responding to specific questions, 60% were male; 40% were 31-45 years old; 60% had over 10 years teaching experience; 33% had been teaching physical education for over 20 years; and 75% had some sort of training in multicultural education. Ethnic mixtures within the school population ranged from 70% Hispanic or Black to 88% White. Compared to urban teachers, rural teachers had a poorer understanding of ethnic diversity; had a better understanding of the customs and traditions of differing cultures; had stronger beliefs in providing opportunities for students of different ethnic origins to have intercultural experiences; and had weaker beliefs in developing students' interpersonal communication skills as a means of promoting problem solving and conflict resolution. Physical education programs in rural areas seldom integrated role models from both sexes at the secondary level, or role models from the non-dominant race at either the elementary or secondary level. Neither rural nor urban programs provided an appropriate balance of activities of interest to both sexes. This report contains the survey instrument, recommendations for overcoming inequities in physical education programs, and 11 references. (SV)

ED 318 632 SE 051 386

Antonovskii, M. Ya; And Others
Soviet Studies in Mathematics Education. Volume 1, Sets of Mathematics Teaching Aids.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-290-2
PUB DATE- 90
NOTE- 390p.; For Volume 2, see SE 051 387.
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091 ($25.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Concept Formation; *Concept Teaching; *Educational Media; Educational Psychology; *Elementary School Mathematics; Elementary Secondary Education; Foreign Countries; *Instructional Materials; Lesson Plans; Mathematical Concepts; *Mathematics Instruction; Mathematics Materials; *Secondary School Mathematics
IDENTIFIERS- *USSR
This is volume 1 of the series of translations of books from the Soviet literature on research in the psychology of mathematics instruction and on teaching methods influenced by the research. An introduction on Soviet education and mathematics education is provided. The purposes of this volume are to show how instructional media should be constructed for mathematics lessons, and how to use media in lessons. The first chapter addresses two topics: a development of didactic and biotechnological aspects of instructional media and the application of instructional media in classrooms. Chapter 2 considers the necessary activities, both mental and material, for establishing whether an object, situation, or set of conditions is sufficient for inclusion in a given concept. Chapter 3 includes an extensive mathematical description of volume and a detailed exposition of the ideas required to understand the concept of a rectangular parallelepiped and its volume in grade 4. Chapter 4 consists of descriptions of the instructional units for concepts and use of films, filmstrips, slides, workbooks, and other instructional media. The final chapter provides sample lesson plans. (YP)

ED 318 727 SP 032 319

Ocansey, Reginald T-A.
The Minority Agenda in Physical Education: Perspectives and Suggestions.
PUB DATE- 89
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Access to Education; Elementary Secondary Education; Equal Opportunities (Jobs); Ethnic Groups; Higher Education; Literature Reviews; *Minority Groups; *Physical Education; *Teacher Recruitment; *Teacher Shortage
This paper examines the literature on the involvement of ethnic minorities in physical education. These minorities include Hispanics, American Indians, Asian Americans, and African Americans. In physical education, as in other disciplines, currently the number of minority professionals in teaching is declining. Through a review of literature on minorities, the paper addresses relevant topics that may enhance understanding of minority issues in physical education. The major topics addressed are: (1) the factors affecting the participation of minorities in teaching, (2) the nature of minority teacher representation in teaching, and (3) ways for increasing the number of ethnic minorities in physical education. Also under consideration are complex factors that have an impact on participation of minorities in the teaching force: the number of years of schooling which affects the rate of entering minorities into teacher education; access to educational opportunities which enhance growth and employment; and the loss of minorities as role models in the teaching profession. (JD)

ED 318 460 IR 014 376

Chrisler, Joan C.; And Others
Sex and Gender as Predictors of Attitudes toward Computers: The Gap Narrows.
PUB DATE- 89
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (97th, New Orleans, LA, August 11-15, 1989).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Androgyny; Chi Square; *Computers; Higher Education; Questionnaires; Sex Differences; *Student Attitudes; Undergraduate Students; Use Studies
IDENTIFIERS- Bem Sex Role Inventory
Ninety college students (63 women and 27 men) completed a questionnaire on computer use and attitudes toward computers. They also completed the Bem Sex Role Inventory. Results indicated no sex differences in frequency or purpose of computer use. Analysis of variance and chi square analysis by gender role orientation resulted in several significant differences. Androgynous subjects liked computers better and were more confident in their ability to use computers than were masculine subjects. Feminine and undifferentiated subjects were most likely to avoid registering for courses which involve computer work. Data are presented in two tables. (10 references) (Author/GL)

ED 318 475 IR 052 925

FBI Counterintelligence Visits to Libraries. Hearings before the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary. House of Representatives, One Hundredth Congress, Second Session, June 20 and July 13, 1988.

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

PUB DATE- 89

NOTE- 414p.; Serial No. 123. Several pages of testimony contain faint and/or small type.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC17 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Ethics; Hearings; *Intellectual Freedom; Librarians; Library Associations; *Library Circulation; *Library Role; *National Security; *Privacy; Public Agencies; Public Libraries; Research Libraries; *Role Conflict; Special Libraries

IDENTIFIERS- Congress 100th; *Federal Bureau of Investigation

Focusing on the Library Awareness Program, these two congressional hearings scrutinize the efforts of the Federal Bureau of Investigation (FBI) to collect counterintelligence data from librarians regarding their patrons. Two examples of proposed legislation to address the question of intellectual privacy and confidentiality are included. Testimony and prepared statements are featured from the following witnesses: (1) Duane Webster, Association of Research Libraries; (2) C. James Schmidt, American Library Association; (3) David Bender, Special Libraries Association; (4) Paula Kaufman, Columbia University; (5) Herbert N. Foerstel, University of Maryland; (6) Judith Krug, American Library Association; and (7) James H. Geer, FBI. Additional materials include the transcript of a National Commission on Libraries and Information Science meeting containing the remarks of Thomas DuHadway, FBI; an FBI document "The KGB and the Library Target"; FBI documents released under the Freedom of Information Act; 11 letters to the Chairman of the House Subcommittee on Civil and Constitutional Rights; various correspondence from librarians and library associations; the text of H.R. 4947 and S. 2361, "Video and Library Privacy Protection Act of 1988"; and information on Soviet access to the National Technical Information Service (NTIS). (SD)

ED 318 554 PS 018 737

Delmelle, Rene
Dissemination of the Project's Findings. National Seminar: French-Speaking Belgium (10th, Brussels, Belgium, December 2, 1988). The CDCC's Project No. 8: "Innovation in Primary Education."
Council for Cultural Cooperation, Strasbourg (France).
REPORT NO.- DECS/EGT(88)71
PUB DATE- 18 Sep 89
NOTE- 32p.; For related documents, see ED 315 172-175 and PS 018 735-740.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Citizenship Education; Curriculum Development; *Educational Innovation; *Educational Practices; Educational Technology; Elementary Education; *Elementary School Curriculum; Foreign Countries; Information Dissemination; Migrant Youth; *Program Implementation; *School Schedules; Seminars; Teacher Education
IDENTIFIERS- *Belgium; Biorhythms; Circadian Activity Rhythms; *French Speaking; Research Results
A seminar was held in Brussels for the purpose of disseminating results of the Council of Europe's Council for Cultural Cooperation's (CDCC) Project 8, Innovation in Primary Education (IPE), and information about IPE-related educational innovation in French-speaking Belgium. Participants were 92 educators. A review of aims of the CDCC and aspects of the IPE was followed by lectures on: (1) implications of differentiated education; (2) the IPE network of contact schools; (3) a move towards reorganization of the school day; (4) an application of the results of a project carried out by a state primary school; and (5) innovation in elementary education in French-speaking Belgium. The lecture on the reorganization of the school day focused on biorhythms, annual rhythms, and circadian rhythms in relation to the structure of an ideal school day. The lecture on innovation in elementary education in French-speaking Belgium analyzed major innovations in curricula and teacher training. Also discussed were four areas of research and action: continuity between nursery and primary school that involves a new approach to the written word; the use of information technology; reduced school failure; schooling for children from migrant families; and the process of preparing pupils for European citizenship. (RH)

ED 318 614 SE 051 361

Joly, Dominique
Grains of Salt. Young Discovery Library Series.
REPORT NO.- ISBN-0-944589-20-0
PUB DATE- 88
NOTE- 41p.; Contains colored pictures which may not reproduce well. For other titles in this series see SE 051 356-368.
AVAILABLE FROM- Young Discovery Library, P.O. Box 229, Ossining, NY 10562 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Childrens Literature; Elementary Education; *Elementary School Science; *Reading Materials; Science Activities; *Science History; *Science Materials; Scientific Concepts
IDENTIFIERS- *Salt

This book is written for children ages 5 through 10. Part of a series designed to develop their curiosity, fascinate them and educate them, this volume provides information on the origin and uses of salt, both in the ancient world and today. Topics are: (1) relationship of salt to the human body; (2) collection methods; (3) uses for human life; and (4) history related to salt. Instructions for making little figures from salty paste are included. (YP)

ED 318 711 SP 032 228

Cartledge, Carolyn M.; Halverson, Stephen P.
The Supply Side of the Teacher Labor Market in the Southeast: A Study of the Characteristics of Newly Hired Teachers and Perceptions about Teacher Supply and Demand. Research Report.
Southeastern Educational Improvement Lab., Research Triangle Park, NC.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 89
NOTE- 62p.
CONTRACT- 400-86-0007
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; *Faculty Mobility; *Labor Market; Surveys; *Teacher Characteristics; Teacher Shortage; *Teacher Supply and Demand; *Teacher Transfer
In the past about half of the newly hired teachers have been transfers (from another building, district, or state), with the others coming out of a reserve pool of education graduates who, for one reason or another, had never taught or had not taught recently. This study examines the supply side of the teacher labor market, especially those individuals who are not recent education graduates. School principals in six states (Alabama, Florida, Georgia, Mississippi, North and South Carolina) were randomly selected on a proportional basis to participate in the study. The respondents provided information pertaining to their school sites, new teachers in their school during the 1987-88 school year, the number of teachers teaching out of their fields of certification, the rate of teacher turnover in their schools, and their perceptions about teacher shortages and surpluses. A total of 475 principals responded, a 50% response rate. Data from the survey are displayed on tables with accompanying narrative discussion; a copy of the survey questionnaire is appended. (JD)

ED 318 756 TM 014 787

Kreft, Ita G. G.; Kim, Kyung-Sung
GENMOD, HLM, ML2 and VARCL, Four Statistical Packages for Hierarchical Linear Regression: Similarities and Differences.
SPONS. AGENCY- Netherlands Foundation for Educational Research, The Hague.
PUB DATE- Apr 90
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990). Paper is part of "Comparing Four Different Statistical Packages for Hierarchical Linear Regression, GENMOD, HLM, ML2, and VARCL" by G. G. Kreft et al. (1990).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algorithms; Comparative Analysis; *Computer Software; Computer Software Evaluation; *Estimation (Mathematics); Maximum Likelihood Statistics; *Regression (Statistics)
IDENTIFIERS- GENMOD Computer Program; *Hierarchical Linear Modeling; HLM Computer Program; ML2 Computer Program; VARCL Computer Program

A detailed comparison of four computer programs for analyzing hierarchical linear models is presented. The programs are: VARCL; HLM; ML2; and GENMOD. All are compiled, stand-alone, and specialized. All use maximum likelihood (ML) estimation for decomposition of the variance into different parts; and in all cases, computing the ML estimates involves complex non-linear expressions in the parameters. In all cases, the equations must be solved by an iterative procedure. The major differences among the programs lie in the choice of the criterion to optimize and the choice of the algorithm to optimize the criterion. For each program, the design philosophy, implementation details, and routines are specified. Use of these programs is illustrated with data from four sets: (1) the Second International Mathematics Study, using 3,691 cases; (2) data from 1,290 students in the Netherlands (the GALO study); (3) data from 5,310 secondary students in the Netherlands (the VOCAL study); and (4) data from 96 students from junior high schools in Los Angeles (California). These illustrations reveal the applicability of software for hierarchical linear regression. Ten tables contrast the results obtained by the various computer programs. (SLD)

ED 318 770 TM 014 828

Packard, Richard D.; And Others
Professors & Practitioners Collaborating on Building a Model of Essential Teaching and Classroom Management Skills within a Major Reform Program: Reliability & Validity Profiling Teacher Characteristics as Related to Student Achievement.
PUB DATE- Feb 90
NOTE- 52p.; Paper presented at the Annual Meeting of the American Association of School Administrators (San Francisco, CA, February 23-26, 1990).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Administrators; Career Ladders; Classroom Techniques; College Faculty; *College School Cooperation; *Educational Change; Elementary Secondary Education; Factor Analysis; Higher Education; *Professors; *Research and Development; Researchers; School Districts; Teacher Characteristics; *Teachers; Teaching Skills; *Test Reliability; Test Validity
IDENTIFIERS- Arizona; *Self Perception Characteristics Survey
The cooperative efforts of researchers and practitioners in building a model of essential teaching and classroom management skills as part of a process of educational reform are illustrated in this study by a local school administrator and university program directors and professors. The reform effort was part of the Arizona Career Ladder pilot program. The district within which the study was completed achieved great gains in restructuring and identifying needs concerning teacher performance characteristics and how they relate to student achievement. A model for profiling teacher characteristics and their relationship to student achievement was developed. The reliability and validity of the specially developed instrument, the Self-Perception Characteristics Survey, were established in close collaboration among school district and university personnel through a study involving 1,080 responses to the teacher self-description profile. Factor analysis of the 12 subsections of the instrument--setting goals and objectives, planning, making decisions, student assessment, self-assessment, time effectiveness, communicating, building and maintaining relationships, developing other staff, demonstrating commitment, improving instruction, and school effectiveness--indicated that in all cases, over 75% of the variance was accounted for by five or fewer factors. The results highlight the advantages of the collaboration between researchers and practitioners in the assessment and rebuilding of schools and in building and validating the connection between teacher characteristics and student achievement. An appendix contains 11 tables of factor loadings. (SLD)

ED 318 798 TM 014 925

Yachimowicz, David J.; And Others
Measuring Cerebral Dominance: Implications for Education.
PUB DATE- Apr 90
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 16-20, 1990).
LANGUAGE- English
EDPS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Brain Hemisphere Functions; *College Students; Comparative Testing; *Construct Validity; Head Injuries; Higher Education; *Individual Differences; *Lateral Dominance; Multiple Choice Tests; Neurological Impairments; Psychometrics; *Test Reliability; Test Validity
IDENTIFIERS- Internal Consistency; Paper and Pencil Tests; *Your Style of Learning and Thinking
The psychometric properties of a paper-and-pencil instrument for assessing individual differences in cerebral dominance are explored. The instrument, Your Style of Learning and Thinking (SOLAT), contains 50 multiple-choice questions. The study subjects consisted of three groups: 235 undergraduate and graduate students, 124 undergraduate and graduate students, and 74 adults who had sustained brain injury after the age of 13 years. The latter group, who were enrolled at a community college, possessed normal fluid intelligence. The study was conducted in three phases: the first phase examined the SOLAT's construct validity; the second phase assessed the SOLAT's internal consistency and test/retest reliability coefficients; and the third phase further studied the SOLAT's construct validity by comparing the performance of brain injured and normal adults. Contrary to the predictions of cerebral dominance theory, a principal factor analysis for construct validity revealed a seven-factor solution. Assessment of the instrument's internal consistency and test-retest reliability indicated low to moderate correlations for these aspects. The further assessment of construct validity indicated that, with one exception, the instrument found no significant differences between the performances of brain-injured and normal adults. These results do not support the notion of hemisphericity, at least as measured by the instrument involved. This instrument should not be used by educators to differentiate students in terms of preferred mode of processing. Moreover, it is concluded that instructional planning that focuses on hemisphericity only detracts from more important sources of individual differences (such as attention and concentration, coding, and use of cognitive strategies). A 36-item list of references and six data tables are included. (TJH)

ED 318 539 PS 018 551

Fensholt, Mary
Caring for the Future: Child Care Need and Availability in Glendale.

Glendale Community Coll., CA. Planning and Research Office.
PUB DATE- 29 Aug 89
NOTE- 40p.; A Study Conducted for the Greater Glendale Child Care Council.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Problems; Community Surveys; *Day Care Centers; *Delivery Systems; Early Childhood Education; Elementary Education; Elementary School Students; *Fees; Infants; *Needs; Preschool Children; Program Development; Questionnaires
IDENTIFIERS- *Availability Rate; California (Glendale); *Community Needs; Program Expansion; Wait Time

This study examined the need for and availability of child care for infants and children through the first six grades in the Glendale, California area in 1989. A total of 46 center-based providers were sent a Child Care Provider Survey that focused on: (1) number of full- and part-time child care spaces at the center; (2) ages of the children served by the center; (3) number of children on the center's waiting list; (4) number of spaces, if any, the center planned to add during 1989-90; and (5) fees charged for each child. The area's need for child care was established on the basis of the population of children residing in Glendale and recent statistics on the proportion of children likely to need child care. Although surveys concerning employer involvement in the provision of child care services for employees were sent to 2,500 local employers, only 17 surveys were returned. That Glendale has a severe shortage of child care facilities is suggested by the great difference between the number of children with probable need and the number of child care spaces available from organized providers. There are large numbers of children on waiting lists for child care. Child care, especially infant care, is expensive in the area. (RH)

ED 318 570 PS 018 755

Greer-Smith, Sandra
The Effect of a Full-Day Kindergarten on the Student's Academic Performance.
PUB DATE- May 90
NOTE- 25p.; Master of Science Thesis, Dominican College.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Adjustment (to Environment); Employed Parents; Enrichment Activities; *Full Day Half Day Schedules; *Kindergarten; Primary Education; Questionnaires; *Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- Academic Stress
The purpose of this study was to determine whether the length of the school day has an effect on kindergarten students' academic performance. Ten full-day and ten half-day kindergarten teachers were asked to complete a questionnaire regarding the effects of full-day kindergarten on students. A majority of the half-day teachers were concerned that: (1) children in full-day kindergarten programs leave school tired; (2) there is more academic pressure on children in full-day kindergarten programs; (3) too much school at an early age can have a negative effect; and (4) children need half-day programs as a transition time between home and school. The majority of full-day teachers surveyed thought that full-day programs: (1) meet the needs of working parents; (2) have more enrichment activities; and (3) provide more opportunities for teachers to work with students. (PCB)

ED 318 661 SO 020 731

Clarke, Gerry; And Others
A Proposal To Revise the Elementary Social Studies Curriculum.
PUB DATE- 19 Jan 90
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Childhood Interests; *Childrens Literature; Cognitive Development; *Curriculum Development; Elementary Education; *Elementary School Curriculum; Foreign Countries; Geography Instruction; Global Approach; *History Instruction; Learning Processes; *Narration; *Social Studies; Story Telling; Student Interests

The elementary social studies curriculum should be restructured in a way that promotes a broader study of people, places, and events that are distant in space and time. The "Expanding Horizons" framework guides social studies curriculum in New Brunswick, as well as in many other Canadian provinces and the United States. It emphasizes moving from the known to the unknown, and begins with the child's own knowledge, experience, and interests. Because of the impact of technological and social changes during this century, this approach needs to be redefined. The present curriculum does not expand children's experiences, but instead leads to stagnation. Current curricula too often focus on the familiar and fail to promote a global perspective and prepare students for later grades. Present curriculum disregards and stifles children's interest and imagination, rather than utilizing them in teaching. Although cognitive development theory sees formal historical understanding as impossible for most elementary school age children, there has been success in teaching history at this age in France, West Germany, Italy, and Great Britain. At the elementary levels, narrative, literary style instruction can be beneficial in social studies, since it more closely resembles history as children understand it. The use of literature and story telling can work toward the common goals of social studies education that are often limited by traditional textbook use. (AS)

ED 318 678 SO 020 805

Forsey, Eugene A.
The Canadian Political System. Reference Series No. 59.
Canadian Dept. of External Affairs, Ottawa (Ontario).
PUB DATE- 84
NOTE- 32p.
AVAILABLE FROM- Publication Section, Dept. of External Affairs, Ottawa, Ontario, Canada K1A 0G2 (free).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Democracy; Foreign Countries; *Government (Administrative Body); *Governmental Structure; Government Role
IDENTIFIERS- *Canada; Constitutional Monarchy

Canada is a democracy, a constitutional monarchy. Every act of government is done in the name of the Queen, but the authority for every act flows from the Canadian people. This booklet examines this system of government and how it operates. The first section deals with the origins and operation of the parliamentary government. The second section discusses the Canadian Constitution and the powers of the national and provincial governments. The third section explains the rule of law and the courts. The institutions of the federal government are covered in the fourth section. The final section looks at the role of provincial legislatures and municipal governments. Two appendices list the governors general of Canada since Confederation and Canadian prime ministers since 1867. (JB)

ED 318 812 UD 027 380

Jenkins, Jerry A.
Student Selection for Selective Educational Programs Using Multiple Criteria.
PUB DATE- 8 Apr 88
NOTE- 37p.; Paper presented at the Annual Conference of the International Association for Computing in Education (New Orleans, LA, April 8, 1988).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Compensatory Education; *Computer Oriented Programs; Computer Software; *Computer Uses in Education; *Educational Diagnosis; *Selective Admission; *Spreadsheets; *Student Placement
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1
This paper shows that multiple sources of data reflecting educational progress may be used with relative ease to systematically, objectively, and accurately place students in selective educational programs, such as those funded under Chapter 1 of the Education Consolidation and Improvement Act, using readily available commercial microcomputer programs. The following process is outlined: (1) choosing types of information for selection; (2) obtaining the statistical data; (3) preparing the statistical data for analysis; (4) analyzing the data to determine relative need; (5) developing the composite score; and (6) analyzing the composite score using a commercially-available microcomputer spreadsheet program, including setting up the spreadsheet, developing the computational overlay, entering the computational formulas, entering the student data, and sorting the student lists. The following materials are appended: (1) a list of three references; (2) a student selection checklist used in Lake County (Florida); (3) an example of the student statistical data generated by the computer program; (4) instructions for setting up Lotus data files from a main frame computer; and (5) descriptions of seven technical reports that can be generated using the program. (FMW)

ED 318 825 UD 027 400

Prendergast, Michael L.; And Others
Substance Abuse among Black Youth. Prevention Research Update. Number Four/Fall 1989.
Far West Lab. for Educational Research and Development, San Francisco, Calif.; Northwest Regional Educational Lab., Portland, Oreg.; Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.; Western Center for Drug-Free Schools and Communities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 89
NOTE- 32p.; For a related document, see UD 027 399.
CONTRACT- SI88A80003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; *Alcohol Abuse; Annotated Bibliographies; Black Attitudes; Blacks; *Black Youth; Community Programs; Cultural Differences; *Drug Abuse; *Incidence; Peer Influence; *Prevention; Racial Differences; Research Needs; School Activities; Social Environment; *Sociocultural Patterns; Socioeconomic Status; Substance Abuse; Whites; Youth Problems
This report discusses the substance use patterns and problems of black adults and youth relative to other groups (primarily whites). In addition, the report examines recent and older literature in order to reveal factors that may influence use and issues that need to be considered in designing prevention programs. The following sections are included: (1) "Nature and Extent of Use"; (2) "Substance-Related Problems"; (3) "Correlates of Use"; (4) "Prevention"; and (5) "Summary and Conclusions." Within each section, adults, youth, and use of various drugs are considered separately. The following findings are presented: (1) there is a paucity of research on substance abuse among black youths and on prevention programs designed for them; (2) alcohol and other drug use is lower among black adolescents than among whites; (3) blacks report the highest number of problems for each ounce of alcohol consumed per day compared to other ethnic groups; and (4) once blacks enter young adulthood, their risk of developing alcohol-related problems is substantially greater than that for whites. Abstracts of 12 documents concerning substance abuse among blacks are included. A list of 131 references is included. (JS)

ED 318 615 SE 051 362

Jobin, Claire
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REPORT NO.- ISBN-0-944589-18-9
PUB DATE- 88
NOTE- 41p.; Contains colored pictures which may not reproduce well. For other titles in this series see SE 051 356-368.
AVAILABLE FROM- Young Discovery Library, P.O. Box 229, Ossining, NY 10562 ($4.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Animals; *Childrens Literature; Elementary Education; *Elementary School Science; *Reading Materials; Science Activities; *Science History; *Science Materials
IDENTIFIERS- *Sheep; *Wool

This book is written for children ages 5 through 10. Part of a series designed to develop their curiosity, fascinate them and educate them, this volume includes information about the history of sheep raising and making cloth from wool, as well as the many uses of wool and methods of producing it. An activity for making a doll from wool is presented. (YP)

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